

# **Research-Based Program Models:** *A Resource Tool*

## **Presented By:**

**Monroe County's Integrated County Planning Initiative  
Rochester Monroe County Youth Bureau  
Monroe County Department of Social Services**

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# INTRODUCTION

**Research-Based Program Models: A Resource Tool** has been compiled to support Monroe County's Integrated County Plan and the larger child and family service system in Monroe County. In 1998 Monroe County initiated **Phase I** of the *Integrated County Planning (ICP) Initiative*, an ambitious **long-term** effort to improve outcomes for all children, youth and families. The ICP Plan seeks to build the foundation necessary for a *common sense* youth and family service system that is responsive, comprehensive, coordinated and based on results. Beginning with the Rochester-Monroe County Youth Bureau and the Monroe County Department of Social Services, the ICP Team has designed a multi-phased plan to integrate multiple planning efforts within the framework of the strengths, assets, resources and needs of our youth, families and communities.

## ***Long Term Goals for Monroe County Youth and Family Services***

### **Responsive**

- Youth, parents and other stakeholders identify priority needs
- The system seeks and utilizes input on improving access to services and reducing confusion
- The needs and strengths of children, youth and families are recognized, understood and incorporated into planning, program development and service delivery
- Works with formal and informal linkages to “natural helping systems” that include faith communities, voluntary associations, neighbors and extended families.

### **Comprehensive**

- Integrated County Planning is designed to improve outcomes for all children
- Operates from a foundation that seeks to enhance strengths and supports while targeting priority risks
- Utilizes a continuum of services from Community and Youth Development and Prevention through intensive Intervention and Treatment for individuals and families with all levels of need

### **Coordinated**

- Services and programs are provided in a manner that is flexible, reduces gaps, fragmentation and duplication
- There are fewer structural barriers to navigate to obtain services from multiple sources
- There is effective and regular communication among multiple providers serving children, youth and families.

### **Based on Results**

- Programs and services are accountable for results not only for what they do
- Programs and services—private and public--emphasize what works based on effectiveness research or on carefully testing new approaches

A comprehensive approach to improving outcomes for youth and families includes recognizing, promoting and supporting healthy behaviors and beliefs while focusing resources on priority needs. In the last twenty-five years policy makers, human service workers, community groups and researchers have increasingly asked if the programs, services and strategies they use actually work? Interest in identifying the most effective efforts has led to research on local, state and national models. The findings of these studies are the basis of a new body of literature across multiple disciplines that describe and highlight “what works” when trying to improve outcomes for children, youth, families and communities. **Research-Based Program Models: A Resource Tool** was compiled to assist youth and family service providers, municipal recreation programs, community based organizations, educators and others in gathering information and ideas on research-based programming. The ICP partners have not developed this tool to endorse specific program models but rather to encourage those who work with youth and families to consider the characteristics of effective programs and the similarities in the strategies used by models with well-researched positive results.

The Integrated County Plan recognizes that there are no "magic bullets" when serving youth and families. No one research-based model will meet every need or bring every desired result. Programs and services for youth must be based on a **Youth Development Approach**. Programs and services for families must be **Family-Focused** and **Strength-Based**. Specialized efforts must be comprehensive drawing from a multi-disciplinary approach to ensure that the continuum of needs and strengths are supported. Strategies and approaches need to be well coordinated across and within systems. Movement from one service to another should demonstrate a common thread of building assets while focusing on high needs. All efforts must be evaluated based on the results produced and not simply on the number of youth and families served.

**Research-Based Program Models: A Resource Tool** does not include program descriptions of every research-based program model. Programs models included have undergone credible research and have strong theoretical foundations. The *Tool* adapts, combines and adds to the work of several key research institutions, resource guides and governmental agencies (including the Center for the Study and Prevention of Violence, the Penn State Prevention Research Center, Developmental Research and Programs, Inc., Center for Substance Abuse Prevention and the Office of Juvenile Justice & Delinquency Prevention) to present a convenient tool for learning, study and further investigation. Each program model description identifies manuscript, journal and website references where available.

## **Organization**

Programs models have been organized by the Integrated County Plan requirement that resources be prioritized within three focus areas; Early Initiation of Problem Behavior (Section I), Family Management and Family Conflict Problems (Section II), Low Neighborhood Detachment and Community Disorganization (Section III). Section III is currently under development, there are many quality efforts at building communities but few lend themselves to the intensive research done on the programs and models included

in this resource tool. For those interested in identifying efforts within the other Priority Focus Areas that impact Low Neighborhood Attachment and Community Disorganization refer to the **Strategy Index** (Community Development, Community Mobilization, Community and School Policies, Community Policing).

- ♦ **Early Initiation of Problem Behavior (Youth Development)** - signifies that the earlier a child begins to exhibit or comes into contact with a problem behavior, the greater the likelihood they will have a problem with these behaviors later on.
- ♦ **Family Management and Family Conflict Problems (Family Development)**-these signify that in environments where there are no clear expectations of behavior, where primary caregivers fail to monitor children, punishments are severe and/or inconsistent, and serious conflicts exist between primary caregivers and between adults and children, multiple problem behaviors may surface.
- ♦ **Low Neighborhood Attachment and Community Disorganization (Community Building)**-in all types of communities and neighborhoods where people do not become involved and they do not feel connected, drug abuse, juvenile delinquency and violence occur at higher rates.

Within Section I and II program models are organized to identify the domain(s) in which the model operates, program description, program objectives, program outcomes, cost, references and contact information. It is expected that a future on-line version of this resource tool will include direct links to internet materials. If information was not available "NA" is indicated.

#### ▪ **Strategy Index**

Programs and models are indexed by strategies utilized. This index adapts the work of J. David Hawkins and Richard F. Catalano, and the *Communities That Care* (Developmental Research and Programs, Inc) community building and community mobilization process which identifies strategies that have been effective in building protection and reducing risks.

#### ▪ **Outcomes Index**

All programs and models are indexed by the outcomes reported in the research and resource references. Outcome language is different among different disciplines and communities. Every effort has been made to accurately reflect reported outcomes. Outcomes have been divided into three areas for convenience.

### **Broad Program Characteristics of Effective Programs**

The movement towards identifying "what works" when serving youth and families has highlighted both specific model programs and characteristics of effective programs. Common themes among many of the program models presented in this resource are the inclusion of skill building and social competence building activities. Additionally,

researchers and practitioners are recognizing the critical importance of the theoretical foundation of programs for youth and families. The theoretical foundation is the basis for the program design and the expected program outcomes. Nearly all of the program models included in this resource are based on some variation of developmental theory. Understanding the biological, cognitive and social changes that occur in the lives of individuals and their peers and utilizing developmentally appropriate practices is critical for efforts intended to promote positive behaviors and prevent negative outcomes.

Effective youth development programs are designed to meet the developmental needs of youth and to build a set of core assets and competencies required to participate successfully in adolescent and adult life. Program strategies include services, supports and opportunities:

- a) Services refer to the provision of resources, knowledge, or goods and might include housing, food, nutrition, mental health services or residential services.
- b) Supports are interpersonal relationships and accessible resources (people and information) that allow youth to take advantage of services and opportunities. Supports include emotional, motivational and strategic interaction with youth.
- c) Opportunities are key to youth development, they are the things done by youth. Opportunities refer to chances to explore, express, earn, belong, and influence the world around them.

*Common to many of these programs are:*

- Youth actively involved as partners in and participate in all aspects of program/organization development and implementation.
- Developmentally appropriate and strength based approaches.
- Opportunities for informal instruction and active learning (teach skills).
- Opportunities for new roles and responsibilities (opportunities for involvement).
- Emotional supports for development.
- Motivational supports for development (set clear standards).
- Strategic supports for development.
- Opportunities for recognition.
- Address known risk factors.
- Enhance bonding to school, family, community or positive peers.
- Serves those at highest risk as well as all youth.
- Meets the needs of diverse groups of youth.
- Provides evaluation data to demonstrate effectiveness.

## **Possible Questions When Investigating Research-Based Program Models**

**Research-Based Program Models: A *Resource Tool*** is intended to be a starting point for youth and family service providers, municipal recreation programs, community based organizations, educators and others to investigate research-based programming. After reviewing the following

questions and the program models included in this resource you will note that many of these questions have been answered. However, if your organization is considering any program model for implementation these questions may be helpful when communicating directly with program developers, program representatives and researchers:

**Evaluation**

- What was the evaluation design, e.g., experimental, quasi-experimental, longitudinal, etc.?
- What were the demographic characteristics of the participants in the evaluation?
- Is a current evaluation underway, if so, where?

**Measurement**

- Does the program come with a set of validated program level measurement tools?
- If yes, what ages were the tools developed for?

**Target Population**

- How similar to the population you serve are the participants who have received the program model?
- How similar is the geographic location?

**Program Model**

- What theory is the model based on, e.g., ecological theory?
- Is the program model a curriculum-based model designed for school settings?
- Has the model been implemented in non-school settings, if yes, where?
- Has the model been evaluated in settings other than the school?
- How much skill based activity is included in the curriculum?

**Fidelity to the Model**

- If the model was developed for a specific setting and the plan is to pilot it in a different setting will the program developers support such an adaptation with guidance and identification of key or critical components?

**Costs**

- Is the program model available for purchase; is there a curriculum for sale?
- What training and ongoing technical assistance are available, and at what cost?
- Are there any foundations providing the curriculum for free or reduced cost?

**Implementation References**

- Ask the program model developers for names and contact information for individuals or groups that have implemented the model. Ask the implementers to discuss their experiences with the model, training and support, and results?
- Ask them to identify whether or not youth liked the program, did they think it was fun, were youth actively involved?
- Ask if measurement tools were useful?
- What were the expected and unexpected results?

## Resource Tool - Strategy Index

Programs →	Across Ages	Adolescent Transition Program	Aggression Replacement Training	Anger Coping Program	Big Brothers, Big Sisters	Bry's Behavioral Monitoring Program	Brainpower Program	Bullying Prevention	Child Development Project	Children of Divorce Intervention Program (CODIP)
Page # ⇨	1	2	3	4	5	6	7	8	9	10

Strategies



Social Competence Promotion	X		X	X	X	X	X		X	
Problem Solving / Decision Making Skill Development	X	X	X	X	X	X	X	X	X	X
Parent Training		X								
Classroom Instructional and Organizational strategies	X							X	X	
School Climate Initiatives								X	X	
Parent Involvement with Schools										
Prenatal and Infancy Programs										
Early Childhood Education										
Multi-component School Based Initiatives	X							X	X	
Family & Marital Therapy										
Community Development										
Community Mobilization										
Community / School Policies										
Community Policing										



## Resource Tool - Strategy Index

Programs →	Children of Divorce Parenting Program	Coping with Stress	Counselors Care & Coping and Support Training	Creating Lasting Connections (CLC)	Dare to Be You	Depression Prevention Program	Earlscourt Social Skills Group Program	Effective Black Parenting	Families and Schools Together (FAST)	Family Bereavement Program
Page # ⇨	56	11	12	57	58	13	14	59	61	60

Strategies



Social Competence Promotion			X				X			
Problem Solving / Decision Making Skill Development	X	X	X	X	X	X	X	X	X	
Parent Training	X			X	X		X	X	X	
Classroom Instructional and Organizational strategies										
School Climate Initiatives										
Parent Involvement with Schools									X	
Prenatal and Infancy Programs										
Early Childhood Education										
Multi-component School Based Initiatives			X				X		X	
Family & Marital Therapy	X			X	X			X	X	X
Community Development										
Community Mobilization				X						
Community / School Policies									X	
Community Policing										

## Resource Tool - Strategy Index

Programs →	FAST Track	First Step To Success	Functional Family Therapy	Good Behavior Game	I Can Problem Solve (ICPS)	Intensive protective Supervision Project (IPSP)	Iowa Strengthening Families Program	Life Skills Training	Linking The Interests of Families and Teachers (LIFT)	Mid-Western Prevention Program
Page # ⇨	15	17	62	19	63	64	65	20	21	22

Strategies



Social Competence Promotion	X	X		X	X				X	
Problem Solving / Decision Making Skill Development	X	X	X		X		X	X	X	
Parent Training	X	X	X		X		X		X	
Classroom Instructional and Organizational strategies	X			X				X	X	
School Climate Initiatives	X									X
Parent Involvement with Schools	X								X	X
Prenatal and Infancy Programs										
Early Childhood Education		X			X					
Multi-component School Based Initiatives	X	X							X	
Family & Marital Therapy			X			X				
Community Development										
Community Mobilization										X
Community / School Policies										X
Community Policing										

## Resource Tool - Strategy Index

Programs →	(Montreal) Preventative Treatment Program	Multisystemic Therapy Program	Parent-Child Development Center Program	PeaceBuilders (Violence Prevention)	Peer Coping Skills Training	Perry Pre- school Program	Positive Adolescent Choices Training (PACT)	Positive Youth Development Program	Prenatal and Infancy Home Visitation by Nurses	Primary Mental Health Project (PMHP)
Page # ⇨	24	66	67	26	28	68	29	30	69	31

Strategies



Social Competence Promotion	<b>X</b>				<b>X</b>		<b>X</b>	<b>X</b>		<b>X</b>
Problem Solving / Decision Making Skill Development	<b>X</b>	<b>X</b>	<b>X</b>		<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>
Parent Training	<b>X</b>		<b>X</b>						<b>X</b>	
Classroom Instructional and Organizational strategies						<b>X</b>		<b>X</b>		
School Climate Initiatives				<b>X</b>						
Parent Involvement with Schools										
Prenatal and Infancy Programs			<b>X</b>						<b>X</b>	
Early Childhood Education						<b>X</b>				<b>X</b>
Multi-component School Based Initiatives				<b>X</b>				<b>X</b>		<b>X</b>
Family & Marital Therapy		<b>X</b>								
Community Development										
Community Mobilization										
Community / School Policies										
Community Policing										

## Resource Tool - Strategy Index

Programs →	Project ALERT (with Plus)	Project Basis	Project Northland	Project Pathe	Project Status	Promoting Alternative Thinking Strategies (PATHS)	Quantum Opportunities Program	Queensland Early Intervention & Prevention of Anxiety Program	Quest	Resolving Conflict Creatively Program	Responding in Peaceful and Positive Ways (RIPP)
Page # ⇨	<b>32</b>	<b>51</b>	<b>34</b>	<b>52</b>	<b>53</b>	<b>36</b>	<b>38</b>	<b>39</b>	<b>40</b>	<b>41</b>	<b>43</b>

Strategies



Social Competence Promotion					<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	
Problem Solving / Decision Making Skill Development	<b>X</b>		<b>X</b>			<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>
Parent Training								<b>X</b>		<b>X</b>	
Classroom Instructional and Organizational strategies		<b>X</b>	<b>X</b>	<b>X</b>		<b>X</b>			<b>X</b>	<b>X</b>	<b>X</b>
School Climate Initiatives		<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>				<b>X</b>	
Parent Involvement with Schools			<b>X</b>								
Prenatal and Infancy Programs											
Early Childhood Education											
Multi-component School Based Initiatives			<b>X</b>	<b>X</b>		<b>X</b>				<b>X</b>	
Family & Marital Therapy											
Community Development					<b>X</b>		<b>X</b>				
Community Mobilization			<b>X</b>								
Community / School Policies		<b>X</b>	<b>X</b>	<b>X</b>							
Community Policing											

## Resource Tool - Strategy Index

Programs →	School Transitional Environment Program (STEP)	Seattle Social Development Project	Second Step Violence Prevention	Social Decision-Making and Social Problem Solving	Social Relations Program	Stress Inoculation Training	Syracuse Family Development Research Program	Teen Outreach Program	Treatment Foster Care	Yale Child Welfare Project
Page # ⇨	54	44	46	47	48	49	70	50	71	72

Strategies



Social Competence Promotion		X	X	X	X					
Problem Solving / Decision Making Skill Development		X	X	X	X	X	X	X	X	X
Parent Training		X					X		X	X
Classroom Instructional and Organizational strategies		X		X						
School Climate Initiatives	X									
Parent Involvement with Schools							X			
Prenatal and Infancy Programs										X
Early Childhood Education										
Multi-component School Based Initiatives		X								
Family & Marital Therapy									X	
Community Development								X		
Community Mobilization										
Community / School Policies	X									
Community Policing										

## Resource Tool – Outcomes Index

### Outcome Area 1 - ACADEMIC ISSUES

<b>Program Name</b>	<b>Page No.</b>	<b>Improved School Attendance</b>	<b>Improved Academic Success</b>	<b>Improved Classroom Behavior</b>	<b>Decrease in Disciplinary Referrals</b>	<b>Increased Bonding to School</b>	<b>Improved Learning Skills</b>	<b>Increased Graduation Rates</b>
Across Ages	<b>1</b>	<b>X</b>				<b>X</b>		
Adolescent Transition Program	<b>2</b>			<b>X</b>				
Aggression Replacement Training	<b>3</b>	<b>X</b>			<b>X</b>		<b>X</b>	
Anger Coping Program	<b>4</b>							
Big Brothers, Big Sisters	<b>5</b>		<b>X</b>	<b>X</b>				
Bry's Behavioral Monitoring and Reinforcement Program	<b>6</b>	<b>X</b>	<b>X</b>	<b>X</b>				
Brainpower Program	<b>7</b>							
Bullying Prevention	<b>8</b>			<b>X</b>		<b>X</b>		
Child Development Project	<b>9</b>			<b>X</b>		<b>X</b>	<b>X</b>	
Children of Divorce Intervention Program (CODIP)	<b>10</b>			<b>X</b>				
Children of Divorce Parenting Program	<b>56</b>							
Coping with Stress	<b>11</b>							
Counselors Care (C-Care) & Coping and Support Training (CAST)	<b>12</b>							
Creating Lasting Connections (CLC)	<b>57</b>							
Dare to Be You	<b>58</b>							
Depression Prevention Program	<b>13</b>			<b>X</b>				
Earlscourt Social Skills Group Program	<b>14</b>							
Effective Black Parenting	<b>59</b>							
Families and Schools Together (FAST)	<b>61</b>							
Family Bereavement Program	<b>60</b>							
FAST Track	<b>15</b>			<b>X</b>				
First Step To Success	<b>17</b>		<b>X</b>					
Functional Family Therapy	<b>62</b>							
Good Behavior Game	<b>19</b>			<b>X</b>				
I Can Problem Solve / Interpersonal Cognitive Problem Solving (ICPS)	<b>63</b>			<b>X</b>				
Intensive Protective Supervision Project (IPSP)	<b>64</b>							

## Resource Tool – Outcomes Index

### Outcome Area 1 - ACADEMIC ISSUES

<b>Program Name</b>	<b>Page No.</b>	<b>Improved School Attendance</b>	<b>Improved Academic Success</b>	<b>Improved Classroom Behavior</b>	<b>Decrease in Disciplinary Referrals</b>	<b>Increased Bonding to School</b>	<b>Improved Learning Skills</b>	<b>Increased Graduation Rates</b>
Iowa Strengthening Families Program	<b>65</b>							
Life Skills Training	<b>20</b>							
Linking The Interests of Families and Teachers (LIFT)	<b>21</b>							
Mid-Western Prevention Project	<b>22</b>							
(Montreal) Preventive Treatment Program	<b>24</b>		<b>X</b>	<b>X</b>			<b>X</b>	
Multisystemic Therapy Program	<b>66</b>							
Parent-Child Development Center Program	<b>67</b>		<b>X</b>				<b>X</b>	
PeaceBuilders (Violence Prevention)	<b>26</b>			<b>X</b>	<b>X</b>			
Peer Coping Skills Training	<b>28</b>			<b>X</b>				
Perry Pre-school Program	<b>68</b>		<b>X</b>	<b>X</b>		<b>X</b>		<b>X</b>
Positive Adolescent Choices Training (PACT)	<b>29</b>							
Positive Youth Development Program	<b>30</b>							
Prenatal and Infancy Home Visitation by Nurses	<b>69</b>							
Primary Mental Health Project (PMHP)	<b>31</b>						<b>X</b>	
Project ALERT	<b>32</b>							
Project BASIS	<b>51</b>			<b>X</b>	<b>X</b>	<b>X</b>		
Project Northland	<b>34</b>							
Project Pathe	<b>52</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>		<b>X</b>
Project Status	<b>53</b>		<b>X</b>	<b>X</b>		<b>X</b>		
Promoting Alternative Thinking Strategies (PATHS)	<b>36</b>							
Quantum Opportunities Program	<b>38</b>		<b>X</b>					<b>X</b>
Queensland Early Intervention & Prevention of Anxiety Program (QEIPAP)	<b>39</b>							
Quest	<b>40</b>	<b>X</b>	<b>X</b>					
Resolving Conflict Creatively Program	<b>41</b>		<b>X</b>	<b>X</b>	<b>X</b>		<b>X</b>	
Responding in Peaceful and Positive Ways (RIPP)	<b>43</b>			<b>X</b>	<b>X</b>			
School Transitional Environmental Program (STEP)	<b>54</b>	<b>X</b>	<b>X</b>	<b>X</b>		<b>X</b>		<b>X</b>

## Resource Tool – Outcomes Index

### Outcome Area 1 - ACADEMIC ISSUES

<b>Program Name</b>	<b>Page No.</b>	<b>Improved School Attendance</b>	<b>Improved Academic Success</b>	<b>Improved Classroom Behavior</b>	<b>Decrease in Disciplinary Referrals</b>	<b>Increased Bonding to School</b>	<b>Improved Learning Skills</b>	<b>Increased Graduation Rates</b>
Seattle Social Development Project	<b>44</b>			<b>X</b>		<b>X</b>		
Second Step Violence Prevention	<b>46</b>							
Social Decision-Making and Social Problem Solving (SDM-SPS)	<b>47</b>							
Social Relations Program	<b>48</b>			<b>X</b>				
Stress Inoculation Training	<b>49</b>							
Syracuse Family Development Research Program	<b>70</b>	<b>X</b>	<b>X</b>					
Teen Outreach Program	<b>50</b>		<b>X</b>		<b>X</b>			
Treatment Foster Care	<b>71</b>							
Yale Child Welfare Project	<b>72</b>	<b>X</b>	<b>X</b>	<b>X</b>				



## Resource Tool – Outcomes Index

### Outcome Area 2 - SUBSTANCE USE/ABUSE AND LEGAL ISSUES

<b>Program Name</b>	<b>Page No.</b>	<b>Decreased Substance Use/Abuse</b>	<b>Increased Knowledge of Effects of Substance Use</b>	<b>Increased Resistance Strategies to Substance Use</b>	<b>Less Likely to be Involved in Gangs</b>	<b>Less Likely to Commit Delinquent Acts</b>	<b>Less Likely to have friends who have been arrested</b>	<b>Less Likely to have Juvenile Justice Records</b>
Across Ages	<b>1</b>		<b>X</b>	<b>X</b>				
Adolescent Transition Program	<b>2</b>							
Aggression Replacement Training	<b>3</b>							
Anger Coping Program	<b>4</b>							
Big Brothers, Big Sisters	<b>5</b>	<b>X</b>						
Bry's Behavioral Monitoring and Reinforcement Program	<b>6</b>	<b>X</b>				<b>X</b>		<b>X</b>
Brainpower Program	<b>7</b>							
Bullying Prevention	<b>8</b>							
Child Development Project	<b>9</b>	<b>X</b>						
Children of Divorce Intervention Program (CODIP)	<b>10</b>							
Children of Divorce Parenting Program	<b>56</b>							
Coping with Stress	<b>11</b>							
Counselors Care (C-Care) & Coping and Support Training (CAST)	<b>12</b>							
Creating Lasting Connections (CLC)	<b>57</b>	<b>X</b>		<b>X</b>				
Dare to Be You	<b>58</b>							
Depression Prevention Program	<b>13</b>							
Earlscourt Social Skills Group Program	<b>14</b>							
Effective Black Parenting	<b>59</b>							
Families and Schools Together (FAST)	<b>61</b>							
Family Bereavement Program	<b>60</b>							
FAST Track	<b>15</b>							
First Step To Success	<b>17</b>							
Functional Family Therapy	<b>62</b>	<b>X</b>				<b>X</b>		<b>X</b>
Good Behavior Game	<b>19</b>	<b>X</b>						
I Can Problem Solve / Interpersonal Cognitive Problem Solving (ICPS)	<b>63</b>							

## Resource Tool – Outcomes Index

### Outcome Area 2 - SUBSTANCE USE/ABUSE AND LEGAL ISSUES

<b>Program Name</b>	<b>Page No.</b>	<b>Decreased Substance Use/Abuse</b>	<b>Increased Knowledge of Effects of Substance Use</b>	<b>Increased Resistance Strategies to Substance Use</b>	<b>Less Likely to be Involved in Gangs</b>	<b>Less Likely to Commit Delinquent Acts</b>	<b>Less Likely to have friends who have been arrested</b>	<b>Less Likely to have Juvenile Justice Records</b>
Intensive Protective Supervision Project (IPSP)	<b>64</b>					<b>X</b>		
Iowa Strengthening Families Program	<b>65</b>	<b>X</b>		<b>X</b>				
Life Skills Training	<b>20</b>	<b>X</b>						
Linking The Interests of Families and Teachers (LIFT)	<b>21</b>							
Mid-Western Prevention Project	<b>22</b>	<b>X</b>						
(Montreal) Preventive Treatment Program	<b>24</b>	<b>X</b>			<b>X</b>	<b>X</b>	<b>X</b>	
Multisystemic Therapy Program	<b>66</b>					<b>X</b>		<b>X</b>
Parent-Child Development Center Program	<b>67</b>							
PeaceBuilders (Violence Prevention)	<b>26</b>							
Peer Coping Skills Training	<b>28</b>							
Perry Pre-school Program	<b>68</b>				<b>X</b>	<b>X</b>		<b>X</b>
Positive Adolescent Choices Training (PACT)	<b>29</b>					<b>X</b>		
Positive Youth Development Program	<b>30</b>					<b>X</b>		
Prenatal and Infancy Home Visitation by Nurses	<b>69</b>	<b>X</b>						<b>X</b>
Primary Mental Health Project (PMHP)	<b>31</b>							
Project ALERT	<b>32</b>	<b>X</b>						
Project BASIS	<b>51</b>							
Project Northland	<b>34</b>	<b>X</b>						
Project Pathe	<b>52</b>					<b>X</b>		
Project Status	<b>53</b>	<b>X</b>				<b>X</b>		
Promoting Alternative Thinking Strategies (PATHS)	<b>36</b>							
Quantum Opportunities Program	<b>38</b>							
Queensland Early Intervention & Prevention of Anxiety Program (QEIPAP)	<b>39</b>							
Quest	<b>40</b>							

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### Outcome Area 2 - SUBSTANCE USE/ABUSE AND LEGAL ISSUES

<b>Program Name</b>	<b>Page No.</b>	<b>Decreased Substance Use/Abuse</b>	<b>Increased Knowledge of Effects of Substance Use</b>	<b>Increased Resistance Strategies to Substance Use</b>	<b>Less Likely to be Involved in Gangs</b>	<b>Less Likely to Commit Delinquent Acts</b>	<b>Less Likely to have friends who have been arrested</b>	<b>Less Likely to have Juvenile Justice Records</b>
Resolving Conflict Creatively Program	<b>41</b>							
Responding in Peaceful and Positive Ways	<b>43</b>							
School Transitional Environmental Program (STEP)	<b>54</b>	<b>X</b>				<b>X</b>		
Seattle Social Development Project	<b>44</b>	<b>X</b>				<b>X</b>		
Second Step Violence Prevention	<b>46</b>							
Social Decision-Making and Social Problem Solving (SDM-SPS)	<b>47</b>	<b>X</b>				<b>X</b>		
Social Relations Program	<b>48</b>							
Stress Inoculation Training	<b>49</b>							
Syracuse Family Development Research Program	<b>70</b>					<b>X</b>		
Teen Outreach Program	<b>50</b>							
Treatment Foster Care	<b>71</b>	<b>X</b>				<b>X</b>		<b>X</b>
Yale Child Welfare Project	<b>72</b>							

## Resource Tool – Outcomes Index

### Outcome Area 3 - RELATIONSHIP AND BEHAVIORAL ISSUES

<b>Program Name</b>	<b>Page No.</b>	<b>Increased Bonding of Students to Parents, Other Adults, and Community</b>	<b>Increased Parent/Guardian Involvement in School Related Activities</b>	<b>Improved Ratings of Student's Behavior with Peers and Adults</b>	<b>Reduced Rate of Teen Pregnancy</b>	<b>Decrease in Negative Behavioral Symptoms - i.e. anxiety, depression, frustration, aggressiveness</b>	<b>Improved Thinking, Planning, and Problem Solving Skills</b>
Across Ages	<b>1</b>	<b>X</b>				<b>X</b>	
Adolescent Transition Program	<b>2</b>	<b>X</b>				<b>X</b>	
Aggression Replacement Training	<b>3</b>					<b>X</b>	<b>X</b>
Anger Coping Program	<b>4</b>			<b>X</b>		<b>X</b>	
Big Brothers, Big Sisters	<b>5</b>	<b>X</b>				<b>X</b>	
Bry's Behavioral Monitoring and Reinforcement Program	<b>6</b>					<b>X</b>	
Brainpower Program	<b>7</b>			<b>X</b>		<b>X</b>	
Bullying Prevention	<b>8</b>			<b>X</b>		<b>X</b>	
Child Development Project	<b>9</b>						<b>X</b>
Children of Divorce Intervention Program (CODIP)	<b>10</b>	<b>X</b>				<b>X</b>	
Children of Divorce Parenting Program	<b>56</b>			<b>X</b>		<b>X</b>	
Coping with Stress	<b>11</b>					<b>X</b>	
Counselors Care (C-Care) & Coping and Support Training (CAST)	<b>12</b>	<b>X</b>				<b>X</b>	<b>X</b>
Creating Lasting Connections (CLC)	<b>57</b>	<b>X</b>					
Dare to Be You	<b>58</b>						<b>X</b>
Depression Prevention Program	<b>13</b>					<b>X</b>	
Earls court Social Skills Group Program	<b>14</b>						
Effective Black Parenting	<b>59</b>	<b>X</b>				<b>X</b>	
Families and Schools Together (FAST)	<b>61</b>	<b>X</b>	<b>X</b>			<b>X</b>	
Family Bereavement Program	<b>60</b>	<b>X</b>		<b>X</b>		<b>X</b>	
FAST Track	<b>15</b>	<b>X</b>	<b>X</b>	<b>X</b>		<b>X</b>	
First Step To Success	<b>17</b>			<b>X</b>		<b>X</b>	
Functional Family Therapy	<b>62</b>					<b>X</b>	
Good Behavior Game	<b>19</b>			<b>X</b>		<b>X</b>	

## Resource Tool – Outcomes Index

### Outcome Area 3 - RELATIONSHIP AND BEHAVIORAL ISSUES

<b>Program Name</b>	<b>Page No.</b>	<b>Increased Bonding of Students to Parents, Other Adults, and Community</b>	<b>Increased Parent/Guardian Involvement in School Related Activities</b>	<b>Improved Ratings of Student's Behavior with Peers and Adults</b>	<b>Reduced Rate of Teen Pregnancy</b>	<b>Decrease in Negative Behavioral Symptoms - i.e. anxiety, depression, frustration, aggressiveness</b>	<b>Improved Thinking, Planning, and Problem Solving Skills</b>
I Can Problem Solve / Interpersonal Cognitive Problem Solving (ICPS)	<b>63</b>					<b>X</b>	<b>X</b>
Intensive Protective Supervision Project (IPSP)	<b>64</b>						
Iowa Strengthening Families Program	<b>65</b>	<b>X</b>					
Life Skills Training	<b>20</b>						
Linking The Interests of Families and Teachers (LIFT)	<b>21</b>			<b>X</b>		<b>X</b>	
Mid-Western Prevention Project	<b>22</b>	<b>X</b>					
(Montreal) Preventive Treatment Program	<b>24</b>			<b>X</b>		<b>X</b>	
Multisystemic Therapy Program	<b>66</b>					<b>X</b>	
Parent-Child Development Center Program	<b>67</b>	<b>X</b>					<b>X</b>
PeaceBuilders (Violence Prevention)	<b>26</b>					<b>X</b>	
Peer Coping Skills Training	<b>28</b>			<b>X</b>		<b>X</b>	<b>X</b>
Perry Pre-school Program	<b>68</b>					<b>X</b>	
Positive Adolescent Choices Training (PACT)	<b>29</b>					<b>X</b>	
Positive Youth Development Program	<b>30</b>					<b>X</b>	
Prenatal and Infancy Home Visitation by Nurses	<b>69</b>						
Primary Mental Health Project (PMHP)	<b>31</b>					<b>X</b>	<b>X</b>
Project ALERT	<b>32</b>						
Project BASIS	<b>51</b>						
Project Northland	<b>34</b>						
Project Pathe	<b>52</b>					<b>X</b>	
Project Status	<b>53</b>					<b>X</b>	
Promoting Alternative Thinking Strategies (PATHS)	<b>36</b>					<b>X</b>	<b>X</b>
Quantum Opportunities Program	<b>38</b>						

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### Outcome Area 3 - RELATIONSHIP AND BEHAVIORAL ISSUES

<b>Program Name</b>	<b>Page No.</b>	<b>Increased Bonding of Students to Parents, Other Adults, and Community</b>	<b>Increased Parent/Guardian Involvement in School Related Activities</b>	<b>Improved Ratings of Student's Behavior with Peers and Adults</b>	<b>Reduced Rate of Teen Pregnancy</b>	<b>Decreased in Negative Behavioral Symptoms - i.e. anxiety, depression, frustration, aggressiveness</b>	<b>Improved Thinking, Planning, and Problem Solving Skills</b>
Queensland Early Intervention & Prevention of Anxiety Program (QEIPAP)	<b>39</b>					<b>X</b>	
Quest	<b>40</b>					<b>X</b>	
Resolving Conflict Creatively Program	<b>41</b>			<b>X</b>		<b>X</b>	<b>X</b>
Responding in Peaceful and Positive Ways (RIPP)	<b>43</b>					<b>X</b>	
School Transitional Environmental Program (STEP)	<b>54</b>					<b>X</b>	
Seattle Social Development Project	<b>44</b>	<b>X</b>				<b>X</b>	
Second Step Violence Prevention	<b>46</b>					<b>X</b>	
Social Decision-Making and Social Problem Solving (SDM-SPS)	<b>47</b>					<b>X</b>	<b>X</b>
Social Relations Program	<b>48</b>			<b>X</b>		<b>X</b>	
Stress Inoculation Training	<b>49</b>					<b>X</b>	
Syracuse Family Development Research Program	<b>70</b>	<b>X</b>	<b>X</b>	<b>X</b>		<b>X</b>	<b>X</b>
Teen Outreach Program	<b>50</b>				<b>X</b>		<b>X</b>
Treatment Foster Care	<b>71</b>					<b>X</b>	
Yale Child Welfare Project	<b>72</b>	<b>X</b>		<b>X</b>		<b>X</b>	

## 1. Across Ages

### ***Program Developer/Primary Investigator***

- ◆ Andrea S. Taylor, Ph.D., Center for Intergenerational Learning

### ***Domains***

- ◆ Individual, Peer, School, and Community

### ***Target Population***

- ◆ Older adults mentoring youth from ages 9 –15

### ***Program Description***

- ◆ This program includes three components:
  1. Elders Mentoring Youth that includes activities in an out-of-school setting such as tutoring, assistance with school projects, recreational activities, attending cultural or sporting events, performing community service, or simple nurturing opportunities. Mentors were carefully recruited, screened, trained, supervised, and matched with one or two high-risk youth.
  2. Youth Performing Community Service includes students making bi-weekly visits of approximately an hour to institutionalized senior citizens.
  3. Teacher Training consists of training teachers to administer the Social Problem Solving and Substance Abuse Prevention curriculum to 6<sup>th</sup> graders in a 26-lesson program.

### ***Program Objectives***

- ◆ Help to breakdown age-related stereotypes among youth
- ◆ Reinforce feelings of competence among participants
- ◆ Improve self-confidence and self-concept
- ◆ Instill a sense of social responsibility

### ***Program Outcomes***

- ◆ Improved pro-social values and increased knowledge of the consequences of substance use
- ◆ Taught appropriate resistance behaviors to substance use
- ◆ Increased ability to cope with stress and anxiety
- ◆ Improved school attendance and bonding to school, adults, and community
- ◆ Helps older volunteers feel more productive and regain a central role in their communities

### ***Program Cost***

- ◆ Training manual costs \$75
- ◆ Videos (4) range from \$50 - \$65

### ***References***

- ◆ [www.temple.edu/CIL/](http://www.temple.edu/CIL/)
- ◆ [www.open.org/~westcapt/bp1.htm](http://www.open.org/~westcapt/bp1.htm)
- ◆ [www.northeastcapt.org/science/pod/detail.asp?ID=1](http://www.northeastcapt.org/science/pod/detail.asp?ID=1)
- ◆ LoSciuto, L., Rajala, A. K., Townsend, T. N., and Taylor, A. (1996). *An outcome evaluation of Across Ages: An intergenerational mentoring approach to drug prevention*. Journal of Adolescent Research, 11, 116–129.
- ◆ Taylor, A. and Dryfoos, J. (1999). *Creating a safe passage: elder mentors and vulnerable youth*. *Generations*, 22, 43–48.
- ◆ Taylor, A., LoSciuto, L., Fox, M., and Hilbert, S. (1999). *The mentoring factor: An evaluation of Across Ages*. Intergenerational Program Research: Understanding What We Have Created. Family and Youth Series. Haworth Press. Volumes 1 and 2.

### ***Contact***

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## 2. Adolescent Transition Program (ATP)

### ***Program Developer/Primary Investigator***

- ◆ Thomas J. Dishion, Ph.D., University of Oregon

### ***Domains***

- ◆ Individual, Family, and School

### ***Target Population***

- ◆ High-risk adolescents and their families

### ***Program Description***

- ◆ The Teen Focus section components are:
  - lessons aimed at improving the adolescents' ability to set goals, identify small steps towards goals, develop peer support, set personal limits, and engage in problem solving
  - the curriculum is presented in a small group format over 12 weekly, 90-minute sessions using videotapes and presentations; modeling skills and tokens were used to reinforce appropriate behaviors
- ◆ The Parent Focus section components are:
  - a step-based, skill based curriculum designed to improve parent management skills
  - parents were encouraged to foster and reinforce their adolescent's pro-social behavior, set appropriate limits, and engage in problem solving with their teen
  - the curriculum was conducted through group sessions that were 90 minutes to 2 hours long held weekly for 12 weeks
- ◆ In combined groups, peer consultants were used to assist/encourage/facilitate discussions between adolescents and parents.

### ***Program Objectives***

- ◆ Improve parent management skills
- ◆ Improve adolescents' ability to adapt to social pressures

### ***Program Outcomes***

- ◆ Less negative engagement between parents and adolescents
- ◆ School behavior problems were marginally reduced

### ***Program Cost***

- ◆ Parent consultants were paid \$10/hour
- ◆ Training for on-site is \$1,000/day plus travel expenses, Leaders guide/workbooks not included

### ***References***

- ◆ [www.strengtheningfamilies.org/html/programs\\_ATP.html](http://www.strengtheningfamilies.org/html/programs_ATP.html)
- ◆ [www.open.org/~westcapt/bp4.htm](http://www.open.org/~westcapt/bp4.htm)
- ◆ [www.northeastcapt.org/science/pod/detail.asp?ID=5](http://www.northeastcapt.org/science/pod/detail.asp?ID=5)
- ◆ See *Preventing Mental Disorders in School-Age Children* at [www.prevention.psu.edu/CMHS.html](http://www.prevention.psu.edu/CMHS.html)
- ◆ Dishion, T.J., and Andrews, D.W. (1995). *Preventing escalation in problem behaviors with high-risk young adolescents: immediate and 1-year outcomes*. Journal of Consulting and Clinical Psychology, 63(4): 538-548.
- ◆ Dishion, T.J., Andrews, D.W., Kavanagh, K. & Soberman, L.H. (1996) Chapter 9, *Preventive interventions for high-risk youth: The Adolescent Transitions Program*. In Peters, R., and McMahon, R., eds. Preventing Childhood Disorders, Substance Abuse, and Delinquency. Thousand Oaks, CA: Sage Publications, 184-214.

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### 3. Aggression Replacement Training

#### ***Program Developer/Primary Investigator***

- ◆ Arnold P. Goldstein, Ph.D., Syracuse University, Barry Glick, Ph.D., New York State Division of Youth (Albany)

#### ***Domains***

- ◆ Individual and School

#### ***Target Population***

- ◆ Adolescents with aggressive behavioral tendencies

#### ***Program Description***

- ◆ This program involves 3 components:
  1. Social Skills Training – techniques that are used include modeling the skill steps, role-playing use of the skill steps, performance feedback from other youth, and reinforcement.
  2. Anger Control Training – involves training youth in internalized self-talk to decrease aggressive or impulsive behaviors by therapists modeling appropriate self-talk, role-plays, and performance feedback with reinforcement of appropriate techniques.
  3. Moral Education – involves teaching youth to make appropriate moral choices in different situations by using a group format to discuss moral dilemmas
- ◆ This program attempts to teach youth the skills necessary to express complaint, help others, and deal with group pressure.

#### ***Program Objectives***

- ◆ To reduce adolescent aggressive behaviors
- ◆ To teach social skills to aggressive youth and broaden their social views

#### ***Program Outcomes***

- ◆ Increased levels of moral reasoning in a social acknowledgment perspective rather than a self-centered perspective
- ◆ Decrease in disciplinary referrals and school absences
- ◆ Significantly improved structured learning skills
- ◆ Significantly transferred the skills to real-world situations to a greater degree than the control subjects

#### ***Program Cost***

- ◆ NA

#### ***References***

- ◆ [www.hawaii.edu/hips/multicomponent.htm](http://www.hawaii.edu/hips/multicomponent.htm)
- ◆ [www.naspweb.org/publications/cq288Aggression.html](http://www.naspweb.org/publications/cq288Aggression.html)
- ◆ [www.northeastcapt.org/science/pod/detail.asp?ID=8](http://www.northeastcapt.org/science/pod/detail.asp?ID=8)
- ◆ Goldstein, A.P., Glick, B., & Gibbs, J (1998). *Aggression replacement training: A comprehensive intervention for aggressive youth (Rev. ed.)* Champaign, IL: Research Press.

#### ***Contact***

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#### 4. Anger Coping Program

##### ***Program Developer/Primary Investigator***

- ◆ John E. Lochman

##### ***Domains***

- ◆ Individual, Peer, School

##### ***Target Population***

- ◆ Aggressive and disruptive children and adolescents (study sample was entirely male) having difficulty with anger management.

##### ***Program Description***

- ◆ This is a school based group skill-building intervention designed to reduce future conduct problems, delinquency, and substance abuse.
- ◆ Sessions were held for 12 weeks, lasting approximately 45-60 minutes per session.
- ◆ Reinforcement and feedback are used to support skill acquisition.

##### ***Program Objectives***

- ◆ The program contained lessons that were designed to:
  - improve children's perspective-taking skills
  - affect recognition
  - self-control (through inhibitory and coping self-statements)
  - social problem solving
  - social skills strategies for managing conflict situations
- ◆ The lessons also attempted to promote self-instruction and awareness, and build social-cognitive skills.

##### ***Program Outcomes***

- ◆ Boys in the treatment conditions exhibited lower rates of "disruptive and aggressive off-task" behavior.
- ◆ Parents of the boys in the treatment rated them [boys] as less aggressive.
- ◆ There were no significant differences between groups on teacher or peer ratings after the pre-test scores were controlled.
- ◆ Findings suggest that behavioral strategies were useful components to combine with cognitive interventions.

##### ***Program Cost***

- ◆ A one-to-two day training workshop for 60 to 70 people costs between \$1,500 and \$3,000. The cost of follow-up, monthly consultations with program developers is negotiable.

##### ***References***

- ◆ [www.northeastcapt.org/science/pod/detail.asp?ID=8](http://www.northeastcapt.org/science/pod/detail.asp?ID=8)
- ◆ See *Preventing Mental Disorders in School-Age Children* at [www.prevention.psu.edu/CMHS.html](http://www.prevention.psu.edu/CMHS.html)
- ◆ [www.preventingcrime.org](http://www.preventingcrime.org)
- ◆ Lochman, J. E., Dunn, S. E., and Klimes-Dougan, B. (1993). *An intervention and consultation model from a social cognitive perspective: A description of the Anger Coping Program*. *School Psychology Review*, 22, 458-471.

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## 5. Big Brothers Big Sisters

### ***Program Developer/Primary Investigator***

- ◆ Joseph P. Tierney, Jean Baldwin Grossman

### ***Domains***

- ◆ Individual and Community

### ***Target Population***

- ◆ Children and adolescents (ages 5-18) with limited number of supportive adults in their life and minimum level of social skills (usually low-income, and from single-parent homes)

### ***Program Description***

- ◆ Service delivery is by volunteers who interact regularly with a youth in a one-to-one relationship
- ◆ A case-management approach is used where the applicant is screened and matched with a Big Brother or Sister
- ◆ Orientation, volunteer screening, youth assessment, matches, and supervision is required by all participants

### ***Program Objectives***

- ◆ Successful adolescent development

### ***Program Outcomes*** (for youth compared to controls)

- ◆ 46% less likely to initiate drug use (during the study period)
- ◆ 27% less likely to initiate alcohol use
- ◆ 33% less likely to hit someone
- ◆ better than control in academic behavior, attitude, and performance
- ◆ were more likely to have a higher quality relationships with their parents or guardians
- ◆ were more likely to have a higher quality relationships with their peers

### ***Program Cost***

- ◆ The national average cost of making and supporting a match relationship is \$1,000 per year

### ***References***

- ◆ [www.colorado.edu/cspv/blueprints/model/ten\\_Big.htm](http://www.colorado.edu/cspv/blueprints/model/ten_Big.htm)
- ◆ [www.colorado.edu/cspv/blueprints/model/chapt/BBBSAExec.htm](http://www.colorado.edu/cspv/blueprints/model/chapt/BBBSAExec.htm)
- ◆ See *Preventing Mental Disorders in School-Age Children* at [www.prevention.psu.edu/CMHS.html](http://www.prevention.psu.edu/CMHS.html)
- ◆ [www.northeastcapt.org/science/pod/detail.asp?ID=11](http://www.northeastcapt.org/science/pod/detail.asp?ID=11)
- ◆ McGill, D., Mihalic, S., and Grotmeter, J. (1997). Blueprints for Violence Prevention: Big Brothers/ Big Sisters of America. Book Two. Ed. Delbert Elliott. Institute of Behavioral Science, Regents of the University of Colorado.

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6. Bry's Behavioral Monitoring and Reinforcement Program

***Program Developer/Primary Investigator***

- ◆ Brenna H. Bry

***Domains***

- ◆ Individual and School

***Target Population***

- ◆ Junior high school students from varied backgrounds & socioeconomic status

***Program Description***

- ◆ Two-year intervention beginning when students are in the 7<sup>th</sup> grade
- ◆ Includes monitoring student actions, rewarding appropriate behavior, and increasing communication between teachers, students, and parents
- ◆ Program staff check school records and notify parents of daily attendance, tardiness, and official disciplinary actions (with occasional home visits)
- ◆ Teachers submit weekly reports indicating the students punctuality, preparedness, and behavior in the classroom (students are rewarded for good evaluations)
- ◆ Meetings take place weekly with a staff member and 3-5 students to discuss their recent behaviors, role-play pro-social alternatives to problem behaviors, and learn the relationship between actions and their consequences

***Program Objectives***

- ◆ Prevent juvenile delinquency
- ◆ Prevent substance abuse
- ◆ Prevent school failure

***Program Outcomes***

- ◆ Program students showed higher grades and better attendance
- ◆ A one-year follow-up showed that intervention students had less self-reported delinquency, drug abuse, school-based problems, and unemployment
- ◆ A five-year follow-up showed that intervention students had fewer county records that control students

***Program Cost***

- ◆ NA

***References***

- ◆ [www.open.org/~westcapt/bp85.htm](http://www.open.org/~westcapt/bp85.htm)
- ◆ <http://www.Colorado.EDU/cspv/blueprints/promise/preventI.htm>

***Contact***

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## 7. Brainpower Program

### ***Program Developer/Primary Investigator***

- ◆ Cynthia Hudley

### ***Domains***

- ◆ Individual and School

### ***Target Population***

- ◆ African-American and Latino males aged 10-12 exhibiting aggressiveness

### ***Program Description***

- ◆ This intervention program focuses on attribution and attention training
- ◆ For the attribution portion, adolescents are given a 12-session social-cognitive school based intervention, held twice-weekly for six weeks, focusing on aggressive behaviors in particular social settings done through role play, story reading, and discussion of personal experiences. These sessions were held at locations detached from a regular classroom setting.
- ◆ The attention training consisted of a 12-session, non-social problem-solving program with its instructional format similar to the attribution intervention.

### ***Program Objectives***

- ◆ Teach aggressive students not to infer hostile peer intent in negative social interactions of ambiguous social origin
- ◆ Focus is on helping the boys accurately detect intentionality in social situations
- ◆ Increase the boys' use on non-hostile attributions when interpreting the intent of others
- ◆ Teaching the students appropriate responses to ambiguously caused negative outcomes

### ***Program Outcomes***

- ◆ At the post-test, the aggressive boys were rated as significantly less aggressive by teachers as compared to the attention training or control groups.
- ◆ Aggressive subjects' judgement of intent, feelings of anger, and behavioral tendencies were assessed in four different types of hypothetical peer provocation situations (pro-social, accidental, ambiguous, and hostile). Boys who participated in the attribution program perceived significantly less hostile intent, less anger, and endorsed less hostile behavior as compared to the other two groups.
- ◆ Aggressive boys who participated in the intervention were significantly less likely to infer hostile intent compared to the other groups.
- ◆ Higher scores on verbalizations indicated more neutral verbal behavior as opposed to aggressive verbal behavior

### ***Program Cost***

- ◆ NA

### ***References***

- ◆ See *Preventing Mental Disorders in School-Age Children* at [www.prevention.psu.edu/CMHS.html](http://www.prevention.psu.edu/CMHS.html)
- ◆ [www.hamfish.org/programs/vpprograms/bpp.php3](http://www.hamfish.org/programs/vpprograms/bpp.php3)

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## 8. Bullying Prevention

### ***Program Developer/Primary Investigator***

- ◆ Dan Olweus

### ***Domains***

- ◆ School

### ***Target Population***

- ◆ Teachers and parents of elementary and middle school students

### ***Program Description***

- ◆ A school-focused, anti-bullying initiative based on awareness and cognitive skill building.
- ◆ Components include:
  - a 32-page booklet on bullying, bullies, and victims provided to all schools
  - a folder of information and recommendations about children involved as bullies or victims provided to parents
  - a video of vignettes for show in the classroom setting
  - A school questionnaire to assess the level of bully/victim problems school-wide and serve as a catalyst for school-wide discussion

### ***Program Objectives***

- ◆ Reduce low level aggression and conflict in the school setting
- ◆ Reduce the occurrence of bullying

### ***Program Outcomes***

- ◆ Significant reductions in bullying, aggressive and antisocial behavior were found at 8 of the 20 months based both on student self reports and peer reports
- ◆ A 50% reduction in the percentage of students who reported being bullied or bullying others
- ◆ Students reported significant improvements with respect to the climate of order and discipline in the classroom, more positive social relationships, and a more positive attitude toward schoolwork and school
- ◆ Changes were equally substantial for both females and males

### ***Program Cost***

- ◆ Assessment activities and questionnaire cost \$200 per school. Classroom materials cost \$65 per teacher. It is also recommended that the school hire a part-time staff person to coordinate the program.

### ***References***

- ◆ See *Preventing Mental Disorders in School-Age Children* at [www.prevention.psu.edu/CMHS.html](http://www.prevention.psu.edu/CMHS.html)
- ◆ [www.drp.org](http://www.drp.org)
- ◆ [www.colorado.edu/cspv/blueprints/model/ten\\_bully.htm](http://www.colorado.edu/cspv/blueprints/model/ten_bully.htm)
- ◆ [www.northeastcapt.org/science/pod/detail.asp?ID=15](http://www.northeastcapt.org/science/pod/detail.asp?ID=15)
- ◆ Olweus, D. and Limber, S. P. (1999). *Blueprints for violence prevention: Book nine—The Bullying Prevention Program*. Boulder, CO: Center for the Study and Prevention of Violence.

### ***Contact***

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## 9. Child Development Project

### **Program Developer/Primary Investigator**

- ◆ Eric Schaps, Ph.D., Director of Developmental Studies Center of Oakland, California

### **Domains**

- ◆ Peer, Family, School, and Community

### **Target Population**

- ◆ Elementary aged children (Kindergarten – 6<sup>th</sup> grade)

### **Program Description**

- ◆ This is a comprehensive, multifaceted school-change program that attempts to transform elementary schools into caring communities.
- ◆ The restructuring of schools targets teaching, learning, school organization, school climate, and teachers' work environments that would promote the intellectual, social, and ethical development of students.
- ◆ This program can be implemented in any rural, suburban, or urban elementary school.
- ◆ The CDP model involves two phases:
  1. *Phase I* focuses on building a strong sense of community in the school.
  2. *Phase II* promotes change in the classroom climate, curriculum, and teaching style.

### **Program Objectives**

- ◆ Build warm, stable, supportive relationships among all members of the school community.
- ◆ To teach in ways that promote students' understanding and make learning meaningful.
- ◆ Honoring and fostering student's intrinsic motivation to learn.
- ◆ Improve children's ability to resolve conflicts and encourage greater concern for others and more frequent altruistic behavior.
- ◆ Increase resistance to substance use.

### **Program Outcomes**

- ◆ Decreased substance use for those participating in the program.
- ◆ Increased a liking for school, enjoyment of class, and motivation to learn.
- ◆ Greater skill at resolving conflicts and an increased sense of social competence.

### **Program Cost**

- ◆ Staff development costs \$750 per day plus travel expenses.
- ◆ Instructional materials are approximately \$400 per teacher per year.

### **References**

- ◆ [www.nwrel.org/scpd/natspec/catalog/children.htm](http://www.nwrel.org/scpd/natspec/catalog/children.htm)
- ◆ [www.devstu.org/ObeyPorter.html](http://www.devstu.org/ObeyPorter.html)
- ◆ See *Preventing Mental Disorders in School-Age Children* at [www.prevention.psu.edu/CMHS.html](http://www.prevention.psu.edu/CMHS.html)
- ◆ [www.open.org/~westcapt/bpalpha.htm](http://www.open.org/~westcapt/bpalpha.htm)
- ◆ [www.preventingcrime.org](http://www.preventingcrime.org)
- ◆ [www.northeastcapt.org/science/pod/detail.asp?ID=18](http://www.northeastcapt.org/science/pod/detail.asp?ID=18)
- ◆ Battistich, V., Schaps, E., Watson, M., and Solomon, D. (1996). *Prevention effects of the Child Development Project: Early findings from an Ongoing Multi-site Demonstration Trial*. *Journal of Adolescent Research*, 11, 12–35.

### **Contact**

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10. Children of Divorce Intervention Program (CODIP)

***Program Developer/Primary Investigator***

- ◆ JoAnne L. Pedro-Carroll, *Children's Institute*

***Domains***

- ◆ School

***Target Population***

- ◆ Children with separated or divorced parents

***Program Description***

- ◆ This is a school-based preventive intervention consisting of 10 sessions that were co-lead by group leaders.
- ◆ The program emphasizes support and skill-building providing children the opportunity to discuss their thoughts and feelings about their parent's divorce.

***Program Objectives***

- ◆ The objectives for children of divorced/separated parents are:
  - to teach problem solving skills
  - to teach anger management skills
  - to enhance adaptive coping with their reactions to the events
  - foster group support
  - facilitate discussion of divorce related feelings
  - promote understanding and reduce misconceptions
  - enhance positive self and family perceptions

***Program Outcomes***

- ◆ Parents of intervention subjects described their children as significantly better adjusted on measure created for this study
- ◆ The treatment groups improved significantly on the Classroom Adjustment Scale and Health Resources Inventory as compared to control subjects
- ◆ Teacher ratings were significant on the Shy-Anxious, Learning Problems, Adaptive assertiveness, Peer Sociability, Follows Rules, and Frustration Tolerance scales

***Program Cost***

- ◆ NA

***References***

- ◆ See *Preventing Mental Disorders in School-Age Children* at [www.prevention.psu.edu/CMHS.html](http://www.prevention.psu.edu/CMHS.html)
- ◆ [www.ag.ndsu.nodak.edu/cdfs/journal/jun98/cfp-1.htm](http://www.ag.ndsu.nodak.edu/cdfs/journal/jun98/cfp-1.htm)
- ◆ [www.hec.ohio-state.edu/families/divorce/child.htm](http://www.hec.ohio-state.edu/families/divorce/child.htm)

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## 11. Coping With Stress

### ***Program Developer/Primary Investigator***

- ◆ Gregory N. Clarke and Peter M. Lewinsohn

### ***Domains***

- ◆ School, Community

### ***Target Population***

- ◆ Adolescents with elevated, self-reported depressive symptomatology

### ***Program Description***

- ◆ This course is an adaptation of the Adolescent Coping with Depression Course
- ◆ This course consists of 15 group sessions (45 minutes in length) after school hours
- ◆ Techniques that are taught include:
  - cognitive-restructuring skills
  - identifying and challenging negative or irrational thoughts
- ◆ The program utilizes cartoons, role plays, and group participation
- ◆ Group leaders were specially trained school psychologists and counselors, each of whom had a minimum of a Master's degree. Each were provided with 40 hours of training.

### ***Program Objectives***

- ◆ To promote adaptive coping through a developmentally cognitive intervention
- ◆ To target negative cognitive processes that often accompany depressive disorders by providing skills training on an individual level

### ***Program Outcomes***

- ◆ There were no group differences in terms of study-wide attrition related to depression severity or any demographic variables. Treatment and control groups differed by gender (females were more likely to be in the experimental condition, than the control condition). Many subjects were lost from the intervention condition.
- ◆ Follow-up assessments indicated that there were significantly fewer cases of Manic Depressive Disorder or Dysthymia in the experimental group (incidence rate was 14.5%) as compared with the control group (incidence rate was 25.7%).
- ◆ Found a reduction in depressive symptomatology in the experimental group compared to the controls. However, this result was not maintaining when scores from the intake and the 12-month follow-up were compared.
- ◆ Authors reported good inter-rater reliability for audiotaped interviews used as a random ongoing check of reliability.
- ◆ Authors also report that the generalizability of the findings is limited due the characteristics of the sample being primarily middle class, Caucasian, and female.

### ***Program Cost***

- ◆ NA

### ***References***

- ◆ See *Preventing Mental Disorders in School-Age Children* at [www.prevention.psu.edu/CMHS.html](http://www.prevention.psu.edu/CMHS.html)

### ***Contact***

- ◆ NA

## 12. Counselors Care (C-Care) & Coping and Support Training (CAST)

### ***Program Developer/Primary Investigator***

- ◆ Leona L. Eggert

### ***Domains***

- ◆ Individual, School

### ***Target Population***

- ◆ High school students at-risk for suicidal behavior due to risk of school dropout

### ***Program Description***

- ◆ Both approaches were designed to build personal and family strengths
- ◆ Counselors CARE (C-CARE) is a two-hour computer-assisted, comprehensive assessment of risk and protective factors related to suicide and a brief intervention. It is administered by specially trained, advance practice clinicians at the student's school (total intervention lasts 3.5-4 hours).
- ◆ Coping and Support Training (CAST) consists of a small group (6-7 students), life skills training provided across 12 sessions that meet twice weekly over a 6 week period in the school.

### ***Program Objectives***

- ◆ C-CARE's objectives include:
  - develop the youth's social network connections with adults in school and in the home
  - develop their own personal resources that include positive coping skills and help-seeking behaviors
- ◆ CAST's objectives include:
  - building group support
  - helping students problem solve
  - anger management techniques
  - strengthening students' ability to recognize their own progress
  - building self-esteem

### ***Program Outcomes***

- ◆ The program appeared to contribute to significant reductions in students' depression and the CAST program contributed specifically to improvements in self-sufficiency.
- ◆ Differences in depression levels for the experimental group was attributed to the C-CARE program. There were no group differences in suicide-risk behavior.
- ◆ Changes in personal control were attributed to the CAST program
- ◆ Anger control problems and family distress saw a major decline for all three groups
- ◆ Changes in self-esteem were recognized for both intervention groups
- ◆ Problem-solving skills were greatest for CAST participants, followed by C-CARE participants
- ◆ By the end of the follow-up (10 weeks following), CAST participants showed changes in perceived family support that was credited to training they received on how to seek out support from significant adults.
- ◆ Authors caution that findings should be interpreted cautiously due to the short-term follow-up intervals (4 and 10 weeks after).

### ***Program Cost***

- ◆ NA

### ***References***

- ◆ See *Preventing Mental Disorders in School-Age Children* at [www.prevention.psu.edu/CMHS.html](http://www.prevention.psu.edu/CMHS.html)

### ***Contact***

- ◆ NA

### 13. Depression Prevention Program

#### ***Program Developer/Primary Investigator***

- ◆ Jane E. Gillham, Lisa H. Jaycox, Karen J. Reivich, Martin E. P. Seligman

#### ***Domains***

- ◆ Individual, School

#### ***Target Population***

- ◆ Middle-school aged adolescents (10-13 years old) at risk due to elevated depressive symptoms of family conflict

#### ***Program Description***

- ◆ 12 week program with participants meeting after school for 1.5 hours, designed to combat cognitive distortions and related deficits associated with depression.
- ◆ Program is an intervention that targets the cognitive distortions style and deficits associated with depression by providing cognitive-behavioral skills training to individual children identified as 'at-risk' for developing depression.
- ◆ Explanatory style training is taught to help children identify pessimistic explanations and generate more optimistic and realistic explanations to their problem.
- ◆ Groups consisted of 10-12 members and included in-session instruction and weekly homework assignments led by doctoral students.

#### ***Program Objectives***

- ◆ Teach children coping strategies to counteract cognitive distortions and deficiencies
- ◆ Teach children how to interpret problem situations in more adaptive ways by identifying negative beliefs, evaluate the evidence for beliefs, and generating alternatives
- ◆ Focus on children's actions to teach social problem solving and adaptive coping that encourage children to think about their goals before active, generate solutions, and weigh the pros and cons to their solutions
- ◆ Teach children skills for managing parental conflict, and behavioral techniques to enhance assertiveness, negotiation, and relaxation

#### ***Program Outcomes***

- ◆ Treatment children reported considerably less depressive symptoms (both post-test and 6, 12, 18, and 24 month follow-ups), although symptoms did increase over time, those of the control group were more significant.
- ◆ Treatment children exhibited better classroom behavior
- ◆ Treatment children were less likely to attribute negative events to stable, enduring causes
- ◆ There were no group differences on Parental ratings of externalizing or internalizing problems (both post-test and 6 month follow-up)
- ◆ The quasi-experimental design limits the generalizability of the findings and the program has not been independently replicated.

#### ***Program Cost***

- ◆ NA

#### ***References***

- ◆ See *Preventing Mental Disorders in School-Age Children* at [www.prevention.psu.edu/CMHS.html](http://www.prevention.psu.edu/CMHS.html)

#### ***Contact***

- ◆ NA

14. Earlscourt Social Skills Group Program

***Program Developer/Primary Investigator***

- ◆ Debra J. Pepler

***Domains***

- ◆ Individual, School

***Target Population***

- ◆ Teacher-identified moderately aggressive or disruptive children in the 1<sup>st</sup>-6<sup>th</sup> grades that are deficient in social and social-cognitive skills

***Program Description***

- ◆ This is a school-based program that attempts to alter the family, school, and peers to divert mal-adaptive behaviors in youth.
- ◆ Parent training sessions are held to help parents learn more effective behavior management techniques and to support skill development in the child.
- ◆ Peer group, homework assignments, teacher involvement, and classroom skill presentations are included to generalize skills.

***Program Objectives***

- ◆ Addresses factors within the child to help develop appropriate social skills
- ◆ Seeks to alter the family, peers, and school as well

***Program Outcomes***

- ◆ Teachers rated treatment children as exhibiting significantly less externalizing behavior

***Program Cost***

- ◆ NA

***References***

- ◆ See *Preventing Mental Disorders in School-Age Children* at [www.prevention.psu.edu/CMHS.html](http://www.prevention.psu.edu/CMHS.html)

***Contact***

- ◆ NA

## 15. FAST Track

### ***Program Developer/Primary Investigator***

- ◆ The Conduct Problem Prevention Research Group consisting of Karen Bierman, John D. Coie, Kenneth A. Dodge, Mark T. Greenberg, John E. Lochman, and Robert J. McMahon

### ***Domains***

- ◆ Individual, Family, and School

### ***Target Population***

- ◆ Elementary school-aged children at-risk for conduct disorder and other negative adolescent outcomes

### ***Program Description***

- ◆ This is a comprehensive program and long-term prevention program that aims to prevent chronic and severe conduct problems for high-risk children.
- ◆ The program spans grades 1 – 6, but is most intense during periods of entry to school and transition from grade school to middle school.
- ◆ This is a multi-dimensional program that includes:
  - Parent Training in the 1<sup>st</sup> grade and emphasizes fostering academic performance, communicating with the school, controlling anger, and using effective discipline
  - Home Visitations occur bi-weekly to reinforce parenting skills, promote parents' feelings of efficacy and empowerment, and foster parent's problem-solving skills
  - Social Skills Training enhances children's social-cognitive and problem-solving skills, peer relations, anger control, and friendship maintenance
  - Academic Tutoring is offered 3 times per week to improve reading skills for children
  - Classroom Intervention utilizes emotional awareness skills, self-control and problem-solving skills, foster a positive peer climate, incorporate home activities to allow parents' participation, and improve teachers' classroom management skills

### ***Program Objectives***

- ◆ Prevent chronic and severe conduct problems in high-risk youth

### ***Program Outcomes***

- ◆ Better teacher and parent ratings of children's behavior with peers and adults.
- ◆ Better overall ratings by observers on children's aggressive, disruptive, and oppositional behavior in the classroom.
- ◆ Less parental endorsement of physical punishment for children's problem behaviors.
- ◆ More appropriate discipline techniques and greater warmth and involvement of mothers with their children.
- ◆ More maternal involvement in school activities.
- ◆ Children who participated in this program nominated fewer peers as being aggressive and indicated greater liking and less disliking of their classmates.

### ***Program Cost***

- ◆ NA

### ***References***

- ◆ See *Preventing Mental Disorders in School-Age Children* at [www.prevention.psu.edu/CMHS.html](http://www.prevention.psu.edu/CMHS.html)
- ◆ [www.cpsv.org](http://www.cpsv.org)
- ◆ [www.preventingcrime.org](http://www.preventingcrime.org)
- ◆ [www.fasttrackproject.org](http://www.fasttrackproject.org)
- ◆ [www.northeastcapt.org/science/pod/detail.asp?ID=45](http://www.northeastcapt.org/science/pod/detail.asp?ID=45)
- ◆ Conduct Problems Prevention Group (Karen Bierman, John Coie, Kenneth Dodge, Mark Greenberg, John Lochman, and Robert McMahon) (1996). Abstract: An Initial Evaluation of

the FAST Track Program. Proceedings of the Fifth National Prevention conference, Tysons Corner, VA, May.

- ◆ Conduct Problems Prevention Group (Karen Bierman, John Coie, Kenneth Dodge, Mark Greenberg, John Lochman, and
- ◆ Robert McMahon) (1992). *A developmental and clinical model for the prevention of conduct disorder: The FAST Track Program*. Development and Psychopathology, 4, 509-527.
- ◆ Bierman, K.L., Greenberg, M.T., & The Conduct Problems Prevention Research Group. (1996). *Social skills training in the*
- ◆ *Fast Track Program*. In R. Dev. Peters & R.J. McMahon (Eds.), Preventing childhood disorders, substance abuse, and delinquency. Newbury Park, CA: Sage.
- ◆ Conduct Problems Prevention Research Group. (October 1999). *Initial Impact of the Fast Track Prevention Trial for Conduct Problems: I. The High-Risk Sample*. Journal of Consulting and Clinical Psychology, 67 (5).
- ◆ Conduct Problems Prevention Research Group. (October 1999). *Initial Impact of the Fast Track Prevention Trial for Conduct Problems: II. Classroom Effects*. Journal of Consulting and Clinical Psychology, 67 (5).
- ◆ McMahon, R.J., Slough, M., & Conduct Problems Prevention Research Group. (1996). *Family-based intervention in the Fast Track Program*. In R. Dev. Peters & R.J. McMahon (Eds.), Preventing childhood disorders: Substance use, and delinquency. Newbury Park, CA: Sage.

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## 16. First Step To Success

### ***Program Developer/Primary Investigator***

- ◆ Hill Walker

### ***Domains***

- ◆ Individual, Family, School

### ***Target Population***

- ◆ At-risk Kindergarten children with early signs of antisocial behavioral patterns

### ***Program Description***

- ◆ The intervention consists of three components:
  - universal screening procedure
  - school intervention
  - home intervention

#### School Intervention Component

- ◆ Behavioral standards are set daily and the child is given feedback on their behavior
- ◆ The child is rewarded if s/he earns 80% of the available points.
- ◆ This is a 30-day program that is implemented over the course of a two-month time frame.
- ◆ The consultant of this program initially begins the implementation and then provides the teacher with supervision and/or support.
- ◆ The teacher, consultant, and parent maintain the child's improved behavior primarily through praise.

#### Home Intervention Component

- ◆ This is a 6-week skill building program based on research conducted at the Oregon Social Learning Center.
- ◆ Program consultants visit the parent's home once/week for approximately one hour to conduct home intervention.
- ◆ Parents are expected to monitor the child's school behaviors, provide privileges as reinforcement for school success, and help build their child's competencies.

#### Program Consultant Duties

- ◆ To check with teachers to implement the universal screening and identify potential targets for intervention.
- ◆ To encourage parental participation and conduct the home intervention.
- ◆ See to the overall program coordination and implementation.

### ***Program Objectives***

- ◆ The goal of this program is to divert antisocial kindergartners to more adaptive patterns of behavior and to develop the necessary competencies for social-behavioral adjustment.

#### School Intervention Component

- ◆ The goal is to teach the target child more adaptive behavior that fosters academic and social success.
- ◆ This program is designed to work together with the child existing academic program.

#### Home Intervention Component

- ◆ Parents are expected to help build child competencies in the following areas:
  - Communication and Sharing, Cooperation, Limit Setting, Problem-Solving, Friendship Making, Developing Confidence

### ***Program Outcomes***

- ◆ Students who participated in the treatment (compared to control subjects) were rated by teachers as:
  - significantly more adaptive
  - significantly less aggressive

- students spent more time engaged academically
- ◆ Measures that were used in the evaluation met high standards of reliability and validity, but there has been no independent replication of the program and no follow-up measures have been reported.

***Program Cost***

- ◆ \$3,000

***References***

- ◆ See *Preventing Mental Disorders in School-Age Children* at [www.prevention.psu.edu/CMHS.html](http://www.prevention.psu.edu/CMHS.html)
- ◆ [www.hamfish.org/programs/vpprograms/bpp.php3](http://www.hamfish.org/programs/vpprograms/bpp.php3)

***Contact***

- ◆ NA



## 17. Good Behavior Game

### ***Program Developer/Primary Investigator***

- ◆ Sheppard Kellam, M.D., John Hopkins School of Public Health

### ***Domains***

- ◆ Individual, School

### ***Target Population***

- ◆ Elementary school-aged children

### ***Program Description***

- ◆ This program is completed during first and second grade, implemented 3 times weekly for 10 minutes per session. The length of the game increases weekly until it reaches its 3-hour maximum.
- ◆ This is a classroom team-based program with children being assigned to one of three heterogeneous (balancing the teams according to gender and level of aggressiveness) teams in the classroom.
- ◆ During the intervention period, the teams are penalized points whenever a member engages in verbal or physical disruption, is out of their seat without permission, or is otherwise not compliant.
- ◆ The program rewards teams of classmates for not exceeding maladaptive behavior standards.

### ***Program Objectives***

- ◆ To reduce aggression and shy behavior
- ◆ Improve children's social adaptation within the classroom setting relative to rules and authority

### ***Program Outcomes***

- ◆ Considering boys and girls separately the analysis found that:
  - male subjects were rated less aggressive compared to an external control group
  - female subjects were rated less aggressive compared to an internal control group
  - peers of the male subjects rated as being significantly less aggressive, but there were no differences among the peers of the female subjects
  - teacher ratings showed that for both genders ratings of shy behavior was significantly less compared to internal control (for girls it was also less compared to external controls)
- ◆ Follow-up assessments found that the effect of this intervention of aggressive severity varied among the participants. This program has been associated with lowered tobacco use from participants in their teen years.

### ***Program Cost***

- ◆ NA

### ***References***

- ◆ See *Preventing Mental Disorders in School-Age Children* at [www.prevention.psu.edu/CMHS.html](http://www.prevention.psu.edu/CMHS.html)
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- ◆ [www.northeastcapt.org/science/pod/detail.asp?ID=204](http://www.northeastcapt.org/science/pod/detail.asp?ID=204)
- ◆ Kellam, Sheppard G., Rebok, George W., Ialongo, Nicholas, and Mayer, Lawrence S.(1994). "The course and malleability of aggressive behavior from early first grade into middle school: Results of a developmental epidemiologically based preventive trial." *Journal of Child Psychology and Psychiatry* 35(2): 259-282.

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## 18. Life Skills Training

### ***Program Developer/Primary Investigator***

- ◆ Gilbert Botvin, Ph.D.

### ***Domains***

- ◆ Individual, School

### ***Target Population***

- ◆ All middle/junior high school students

### ***Program Description***

- ◆ This is a 3 year intervention designed to prevent or reduce gateway drug use with sessions (45 minutes in length) decreasing on a yearly basis:
  - 15 sessions in year 1
  - 10 sessions in year 2
  - 5 sessions in year 3
- ◆ Primarily implemented in school classrooms by teachers
- ◆ Sessions can be taught on a weekly basis or as part of a 'mini-course'

### ***Program Objectives***

- ◆ The program consists of 3 major components that teach students:
  1. general self-management skills
  2. social skills
  3. information and skills related to the consequences of drug use (taught by using instruction, demonstration, feedback, reinforcement, and practice)

### ***Program Outcomes***

- ◆ Using the average of more than a dozen studies conducted with LST, this program has been found to: cut tobacco, alcohol, and marijuana use 50-75%
- ◆ Long-term follow-up (6 years following) found that this intervention:
  - cuts polydrug use up to 66%, reduces 'pack-a-day' smoking by 25%, decreases use of inhalants, narcotics, and hallucinogens
- ◆ Studies also show that this program works with a diverse range of adolescents, produces results that are long-lasting, and is effective when taught by teachers, peer leaders, or health professionals.

### ***Program Cost***

- ◆ This program can be implemented for approximately \$7/student per year
- ◆ Training cost is at a minimum of \$2,000 per day for one or two days

### ***References***

- ◆ [http://www.Colorado.EDU/cspv/blueprints/model/ten\\_LifeSkills.htm](http://www.Colorado.EDU/cspv/blueprints/model/ten_LifeSkills.htm)
- ◆ [www.open.org/~westcapt/bpalph.htm](http://www.open.org/~westcapt/bpalph.htm)
- ◆ See *Preventing Mental Disorders in School-Age Children* at [www.prevention.psu.edu/CMHS.html](http://www.prevention.psu.edu/CMHS.html)
- ◆ [www.northeastcapt.org/science/pod/detail.asp?ID=74](http://www.northeastcapt.org/science/pod/detail.asp?ID=74)
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- ◆ Botvin, G. J., Schinke, S. P., Epstein, J. A., Diaz, T., et al. (1995). *Effectiveness of culturally focused and genetic skills training approaches to alcohol and drug abuse prevention among minority adolescents: Two-year follow-up results*. Psychology of Addictive Behaviors, 9(3):183-194.

### ***Contact***

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## 19. Linking The Interests of Families and Teachers (LIFT)

### ***Program Developer/Primary Investigator***

- ◆ John Reid (Principal Investigator), Rebecca Fetrow (Project Coordinator)

### ***Domains***

- ◆ Individual, Family, School

### ***Target Population***

- ◆ 1<sup>st</sup> and 5<sup>th</sup> grade elementary children and their families living in 'high-risk' neighborhoods

### ***Program Description***

- ◆ This is a 10-week program that includes:
  - Parent Training: meet in groups of 10-15 families, 1 time/week for 6 weeks. To accommodate for varying schedules sessions are held in the school each weekday evening and one weekday afternoon. Free childcare is provided. If a family member is unable to attend, a LIFT staff member attempts to visit the home to review the material or sends a home a packet of materials covering the session content.
  - Classroom Social Skills and Playground Behavioral Programs: these separate programs consist of 20, 1-hour sessions over a ten-week period that are separated into four parts
  - Systematic Communication between Teachers and Parents: this consists of a telephone and answering service where parents can call any time to learn about activities or assignments, or call leaving concerns about their child. Also, a weekly newsletter keeps parents informed and provides suggestions for home activities that compliment those at school.

### ***Program Objectives***

- ◆ Enhance family interactions and improve coordination between home and school
- ◆ Increase pro-social and reduce negative peer interactions
- ◆ The Parent Training portion teaches parents to foster a home environment that includes consistent and effective discipline practice and close and appropriate supervision.
- ◆ The school component promotes four areas of development, they are:
  1. developmentally appropriate (1<sup>st</sup> or 5<sup>th</sup> grade) instruction on social and problem-solving skills
  2. opportunities to practice these skills in large and small group settings
  3. free play in the context of a group cooperation game (adapted from the Good Behavior Game)
  4. skills review and presentation or rewards

### ***Program Outcomes***

- ◆ Social skills of the intervention students (over the control subjects) were viewed more favorably by teachers.
- ◆ Participation in the parent group meetings was problematic with: 59% average group attendance per session; 23% receiving information via mail; 13% receiving home visitation; 5% not participating; both 1<sup>st</sup> and 5<sup>th</sup> grade groups' attendance at the parent group sessions decreased slightly across the intervention year
- ◆ The LIFT line answering service was utilized by at least 78% of the families with the average of 11 calls per family (total of 8,128 calls).

### ***Program Cost***

- ◆ NA

### ***References***

- ◆ Oregon Social Learning Center at [www.oslc.org](http://www.oslc.org)
- ◆ See *Preventing Mental Disorders in School-Age Children* at [www.prevention.psu.edu/CMHS.html](http://www.prevention.psu.edu/CMHS.html)

### ***Contact***

- ◆ Oregon Social Learning Center at [www.oslc.org](http://www.oslc.org)

## 20. Mid-Western Prevention Project

### ***Program Developer/Primary Investigator***

- ◆ Not identified

### ***Domains***

- ◆ Families, School, and Communities

### ***Target Population***

- ◆ Those students who are transitioning from early adolescence to middle school through late adolescence.

### ***Program Description***

- ◆ This program uses the mass media, school program and school boosters, parent education and organization program, community organization and training, and local policy to help broadcast its message concerning alcohol, tobacco, and other drug use/abuse.
- ◆ Social learning techniques are used in the school program.
- ◆ Homework assignments are designed to include all family members.
- ◆ The parent involvement program includes a parent-principal committee that meets to review drug policy and parent-child communications.

### ***Program Objectives***

- ◆ Helps youth recognize social pressures to use drugs.
- ◆ Offer training skills in how to avoid drug use and handle drug use situations.
- ◆ Modeling, role playing, and discussion are used.

### ***Program Outcomes***

- ◆ For participants compared to controls, results show:
  - Reductions of up to 40% in daily smoking
  - Similar reduction of marijuana use
  - Smaller reductions in alcohol use maintained through grade 12
  - Effects on daily smoking, heavy marijuana use, and some hard drug use have been shown though early adulthood (age 23)
  - Increased parent-child communications about drug use
- ◆ Facilitated development of prevention programs, activities, and services among community leaders.

### ***Program Cost***

- ◆ \$175,000 minimum for over a period of three years
- ◆ This includes costs of teacher, parent, and community leader training and curriculum materials for school-based programs.
- ◆ Costs are based on up to 20 teachers for the school program, 20 parent group members for the parent program (3-4 principals, 4 student peer leaders, and 12 parents), and 1,000 middle school students.

### ***References***

- ◆ [http://www.Colorado.EDU/cspv/blueprints/model/ten\\_midwest.htm](http://www.Colorado.EDU/cspv/blueprints/model/ten_midwest.htm)
- ◆ See *Preventing Mental Disorders in School-Age Children* at [www.prevention.psu.edu/CMHS.html](http://www.prevention.psu.edu/CMHS.html)
- ◆ [www.northeastcapt.org/science/pod/detail.asp?ID=111](http://www.northeastcapt.org/science/pod/detail.asp?ID=111)
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- ◆ Johnson, C. A., Pentz, M. A., Weber, M. D., et. al. (1990). *The relative effectiveness of comprehensive community programming for drug abuse prevention with high-risk and low-risk adolescents*. Journal of Consulting and Clinical Psychology, 58, 447-456.
- ◆ Pentz, M. A. (1996). *The school-community interface in comprehensive school health education*. In: S. Stansfield (Ed.), 1996 Institute of Medicine Annual Report, Committee on Comprehensive School Health Programs, Institute of Medicine. Washington, DC: National Academy Press.
- ◆ Pentz, M. A., Trebow, E. A., Hansen, W. B., et. al. (1990). *Effects of program implementation on adolescent drug use behavior: The Midwestern Prevention Project (MPP)*. Evaluation Review, 14, 264-289.
- ◆ Rohrbach, L. A., et. al. (1994). *Parental participation in drug abuse prevention: Results from the Midwestern Prevention Project*. Journal of Research on Adolescence, 4(2), 295-317.

#### **Contact**

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21. (Montreal) Preventive Treatment Program

**Program Developer/Primary Investigator**

- ◆ Richard E. Tremblay

**Domains**

- ◆ Individual, Family

**Target Population**

- ◆ Aggressive 7-9 year old children (this study included only male subjects)

**Program Description**

- ◆ Parent training is targeted at parental behavior and child social skill training in order to reduce aggressive behavior in children
- ◆ Parent training was scheduled every 2-3 weeks over the course of 2 years and the amount of intervention was based on need (average 20 sessions/family)
- ◆ Social skills training placed children in groups with 3-5 pro-social peers (teacher-identified) that used coaching, peer modeling, and role playing techniques

**Program Objectives**

- ◆ Help parents to generalize the skills learned
- ◆ Improve parental monitoring and reinforcement
- ◆ Teach effective, non-punitive discipline
- ◆ Improve parents coping with crisis situations
- ◆ Develop pro-social skills with children (first year – 9 sessions)
- ◆ Develop self-control skills with children (second year – 10 sessions)

**Program Outcomes**

- ◆ Follow-up at age 12 (3 years after) showed that:
  - treated boys were less likely to report offenses such as trespassing and stealing
  - treated boys were rated by teachers as fighting less
  - 29% were rated as well-adjusted in school (compared to 19% of untreated)
  - 22% displayed less serious difficulties in school (compared to 44% of untreated boys)
  - 23.3% were held back in school or placed in special education classes (compared to 43% of the untreated boys)
- ◆ Follow-up at age 15 for those who received the intervention showed:
  - less likely to be involved in gangs
  - less likely to have been drunk or taken drugs in the prior 12 months
  - less likely to have committed delinquent acts (stealing, vandalism, and drug use)
  - less likely to have friends who have been arrested

**Program Cost**

- ◆ NA

**References**

- ◆ See *Preventing Mental Disorders in School-Age Children* at [www.prevention.psu.edu/CMHS.html](http://www.prevention.psu.edu/CMHS.html)
- ◆ Center for the Study and Prevention of Violence-Promising Programs  
<http://www.Colorado.EDU/cspv/blueprints/promise/preventTreat.htm>
- ◆ [www.drp.org](http://www.drp.org)
- ◆ [www.preventingcrime.org](http://www.preventingcrime.org)
- ◆ [www.northeastcapt.org/science/pod/detail.asp?ID=96](http://www.northeastcapt.org/science/pod/detail.asp?ID=96)
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- ◆ Tremblay, R. E., McCord, J., Bioleau, H., Charlebois, P., Gagnon, C., LeBlanc, M., and Larivee, S. (1991). *Can disruptive boys be helped to become competent?* Psychiatry, 54, 149-161.
- ◆ Tremblay, R. E., Pagani-Kurtz, L., Masse, L. C., Vitaro, F., Pihl, R. O. (1995). *A bimodal preventive intervention for disruptive kindergarten boys: Its impact through mid-adolescence*. Journal of Consulting and Clinical Psychology, 63(4), 560-568.

**Contact**

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## 22. PeaceBuilders (Violence Prevention)

### ***Program Developer/Primary Investigator***

- ◆ Heartsprings Inc.

### ***Domains***

- ◆ School, Community

### ***Target Population***

- ◆ Kindergarten – 8<sup>th</sup> grade students

### ***Program Description***

- ◆ Research driven climate change for schools, home, workplaces, and communities.
- ◆ Offers a set of tools, prescriptions, ideas, and resources to reduce violence and aggression and to enhance the feelings of belonging and safety.
- ◆ This is a program that is sold as a package designed to provide a school with the tools to create an environment for reducing youth violence.
- ◆ The program is offered in ‘waves’ that use specific models and materials and is targeted for schools with at least 300 students.

### ***Program Objectives***

- ◆ Set clear limits on negative behavior with the obligation to right the wrong
- ◆ Reduce cues that trigger aggression
- ◆ Increase a sense of belonging and safety
- ◆ Provide a system for children to hear high rates of hourly praise for work and behavior

### ***Program Outcomes***

- ◆ The year before PeaceBuilders began, 120 children were suspended and about 30 were arrested. Two years into PeaceBuilders, the number of suspensions had dropped to five, and there were no arrests.
- ◆ As families moved out of neighborhoods in which PeaceBuilders had been implemented, 66 asked to keep their children in the school instead of transferring to another school.
- ◆ One school reported that major student fights dropped from 125 to 23; another school reported a decrease from 180 to 24.

### ***Program Cost***

- ◆ The cost of PeaceBuilders is based on the different waves offered and is based on schools with at least 300 students (those with fewer students require custom quotes) they are:
  - Wave 1 is \$11.25 per student, plus \$1,500 for training and technical support (additional materials are not included)
  - Wave 1 K-8 is \$13 per student, plus \$2,000 for training and technical support (additional materials are not included)
  - Wave 2 is \$9.50 per student, plus \$1,500 for training and technical support (additional materials are not included)
  - The Standard Middle School Program costs \$2,500 for schools with a population less than 800 and \$3,000 for schools with a population greater than 800. Additionally, training costs are \$2,000 per school to attend a workshop entitled ‘Train-the-Trainer’, or \$3,500 per school for on-site training (additional materials are not included)

### ***References***

- ◆ [www.peacebuilders.com](http://www.peacebuilders.com)
- ◆ See *Preventing Mental Disorders in School-Age Children* at [www.prevention.psu.edu/CMHS.html](http://www.prevention.psu.edu/CMHS.html)
- ◆ [www.northeastcapt.org/science/pod/detail.asp?ID=90](http://www.northeastcapt.org/science/pod/detail.asp?ID=90)
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- ◆ Walker, H. M., Colvin, G., and Ramsey, E. (1995). *Anti-social behavior in school: Strategies and best practices*. Pacific Grove, CA: Brooks/Cole.

**Contact**

- ◆ Jane Gulibon, Director of Customer Relations or Lynda Novak, Customer Relations Manager - Heartsprings, Incorporated  
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Fax: (520) 322-9983  
E-mail: [WEBMASTER@heartsprings.org](mailto:WEBMASTER@heartsprings.org) or [custrel@heartsprings.org](mailto:custrel@heartsprings.org)

### 23. Peer Coping Skills Training

#### ***Program Developer/Primary Investigator***

- ◆ Elaine A. Blechman

#### ***Domain***

- ◆ Individual, School

#### ***Target Population***

- ◆ Elementary-school aged children at-risk for conduct disorder due to high rates of aggressive behavior

#### ***Program Description***

- ◆ 2-member teams administer the program in a 50-minute weekly session (average 22 sessions) conducted outside the classroom (but in the school)
- ◆ Each session followed the same format:
  1. Rules
  2. Reunion – discuss personal week and problems, and rehearse skills
  3. Probes – role plays to access coping skills, rehearse, and master
  4. Group Activity – takes place the same time as the probe
  5. Group Reward – token for rule following
- ◆ Each child must master a specific set performance goal that accompanies each probe, but the group does not move to the following probe until all members have mastered the probe.

#### ***Program Objectives***

- ◆ Seeks to change antisocial coping (aggression) as well as asocial coping (withdrawal or depressive symptoms) by promoting the development of pro-social skills for coping.
- ◆ Teaches pro-social skills to help children cope with diverse problems that are encountered in different social contexts.

#### ***Program Outcomes***

- ◆ Aggressive students were rated by teachers as significantly less aggressive.
- ◆ Teachers also rated these students as more socially skilled and as exhibiting better communication effectiveness compared to control subjects.
- ◆ In a 6-month follow-up, teachers reported aggressive students maintained their decreased level of aggressiveness and increased levels of communication.
- ◆ The small sample size of this program limits its generalizability, but both genders were well represented.

#### ***Program Cost***

- ◆ NA

#### ***References***

- ◆ See *Preventing Mental Disorders in School-Age Children* at [www.prevention.psu.edu/CMHS.html](http://www.prevention.psu.edu/CMHS.html)

#### ***Contact***

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#### 24. Positive Adolescent Choices Training (PACT)

##### ***Program Developer/Primary Investigator***

- ◆ W. Rodney Hammond, Ph.D.

##### ***Domains***

- ◆ Individual and School

##### ***Target Population***

- ◆ High-risk African-American youth between the ages of 12 and 16 who are selected by teachers on the basis of skill deficiencies in relation to peers.

##### ***Program Description***

- ◆ Adolescents are trained in small groups (no more than 10) and taught skills related to avoiding violence through a video program.
- ◆ Videos present adolescents in situations that appear to be heading towards physical conflict and provide demonstrations of these role models using target skills correctly and incorrectly.
- ◆ Target skills include negative feedback, receiving negative feedback, and negotiation. Each skill is broken down into well-defined behavioral components that youth practice in small group sessions through modeling, role-playing, group discussions, and homework assignments.
- ◆ Anger management and violence risk education integrated throughout the program.

##### ***Program Objectives***

- ◆ Help adolescents learn more appropriate and socially effective ways of interacting with others
- ◆ Help adolescents recognize and control anger that can interfere with verbal resolutions to conflict
- ◆ Help adolescents to understand and avoid violence risks
- ◆ Provide group members with specific skills that provide them with alternatives to fighting, empower them to make positive choices, and reduce their risk of being involved in violent situations

##### ***Program Outcomes***

- ◆ Participants exhibited 50% fewer violence-related juvenile court charges than a comparable group who did not receive this intervention.

##### ***Program Cost***

- ◆ NA

##### ***References***

- ◆ [www.accesseric.org/resources/ericreview/vol7no1/model.html](http://www.accesseric.org/resources/ericreview/vol7no1/model.html)
- ◆ [www.tyc.state.tx.us/prevention/Model-1.htm](http://www.tyc.state.tx.us/prevention/Model-1.htm)
- ◆ [www.state.sc.us/dmh/schoolbased.pact.htm](http://www.state.sc.us/dmh/schoolbased.pact.htm)
- ◆ See *Preventing Mental Disorders in School-Age Children* at [www.prevention.psu.edu/CMHS.html](http://www.prevention.psu.edu/CMHS.html)
- ◆ [www.northeastcapt.org/science/pod/detail.asp?ID=93](http://www.northeastcapt.org/science/pod/detail.asp?ID=93)

##### ***Contact***

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## 25. Positive Youth Development Program

### ***Program Developer/Primary Investigator***

- ◆ Dr. Roger P. Weissberg

### ***Target Population***

- ◆ Middle-school aged children (ages 11 – 14)

### ***Program Description***

- ◆ Addresses risk factors associated with drug use and promotes problem solving and stress-management skills.
- ◆ School-based program of 20 sessions provided to 6<sup>th</sup> and 7<sup>th</sup> graders during two 50-minute class periods over a schedule of 15 weeks.
- ◆ Taught by using educational instruction, class discussion, videotapes, diaries, small-group role-plays, worksheets, and homework assignments. Lessons are provided by masters-level health educators from a community-based agency co-teaching with classroom teachers.

### ***Program Objectives***

- ◆ This program focuses primarily on general social competence promotion and substance abuse prevention that covers:
  - stress management
  - self-esteem
  - problem solving
  - health information related to substance abuse
  - alertiveness
  - the use of social support networks

### ***Program Outcomes***

- ◆ Outcomes show significant reductions in self-reported delinquency and antisocial behavior.
- ◆ This focus has been expanded to the development of the Social Competence Promotion Program for Young Adolescents.

### ***Program Cost***

- ◆ NA

### ***References***

- ◆ [www.preventingcrime.org](http://www.preventingcrime.org)
- ◆ See *Preventing Mental Disorders in School-Age Children* at [www.prevention.psu.edu/CMHS.html](http://www.prevention.psu.edu/CMHS.html)

### ***Contact***

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## 26. Primary Mental Health Project (PMHP)

### ***Program Developer/Primary Investigator***

- ◆ Dirk Hightower, Ph.D., Deb Johnson, Ph.D.

### ***Target Population***

- ◆ Elementary-aged children (pre-K through 4<sup>th</sup> grade) screened for behavioral, social/emotional, and learning difficulties.

### ***Program Description***

- ◆ This is a school-based program for the early detection and prevention of young children's adjustment problems.
- ◆ The intervention component consists of the development of a relationship with a trained paraprofessional child associate. Child associates require 24-36 hour training followed by regular current continuing development training.
- ◆ Students are seen individually or in small groups once or twice a week for 30- to 60-minute sessions in a private area (20-25 sessions/year).
- ◆ Uses play and relationship techniques to resolve home and school difficulties.
- ◆ Half-way through the intervention process, a review of the child's progress is discussed and noted by screening teams that consist of a team of child associates, mental health professionals, and classroom teachers.

### ***Program Objectives***

- ◆ This program targets children who exhibit early signs of maladjustment in order to prevent the onset of future psychopathology.
- ◆ Enhance adjustment-mediating skills and competencies and life skills.
- ◆ Expression and exploration of all emotions is encouraged (limits placed on inappropriate behaviors)

### ***Program Outcomes***

- ◆ Research for this program was conducted in several different studies, the results of those studies are as follows:
  - Exhibited reduction in acting out, shyness, and anxious behaviors
  - Improved learning and social skills
  - Increased children's frustration tolerance

### ***Program Cost***

- ◆ The standard workshop fee of \$140 is waived for districts that purchase services from the Children's Institute under the Sharing Successful Programs network.
- ◆ Program set-up, consultation, child-associate training, and program evaluation – approximately \$8,000 (other options available)
- ◆ Art and play materials not included

### ***References***

- ◆ [www.childrens institute.net](http://www.childrens institute.net)
- ◆ See *Preventing Mental Disorders in School-Age Children* at [www.prevention.psu.edu/CMHS.html](http://www.prevention.psu.edu/CMHS.html)
- ◆ [www.sharingsuccess.org/code/eptw/profiles/48.html](http://www.sharingsuccess.org/code/eptw/profiles/48.html)
- ◆ [www.drp.org](http://www.drp.org)

### ***Contact***

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## 27. Project ALERT

### ***Program Developer/Primary Investigator***

- ◆ Phyllis L. Ellickson RAND Health Team

### ***Domains***

- ◆ Individual and School

### ***Target Population***

- ◆ Targets middle-school aged children (6<sup>th</sup> – 8<sup>th</sup> grade).
- ◆ Maximum results occur with children who have a limited prior experience with drugs and other substances.

### ***Program Description***

- ◆ Project ALERT is a school-based program that seeks to prevent drug abuse among adolescents, specifically targeting cigarette, alcohol, and marijuana use.
- ◆ This is a video-based program with participatory classroom lessons that encourages the use of question-answer techniques, small-group exercises, role modeling, and repeated skills practice.

### ***Program Objectives***

- ◆ Seeks to modify norms about drug use giving students reasons not to use drugs
- ◆ Helps students to identify and resist pro-drug pressures from both internal and external pressures and to understand that most individuals do not use drugs

### ***Program Outcomes***

- ◆ The outcomes for those students participating in Project Alert are as follows:
  - reduction of the initiation of marijuana and tobacco use by 30%
  - reduction of heavy smoking by 50 – 60%
  - is effective for both high- and low-risk students
  - is effective in a variety of socioeconomic settings
  - most of these early gains had disappeared by the time the participating students had entered high school

### ***Program Cost***

- ◆ NA

### ***References***

- ◆ [www.rand.org/publications/RB/RB4518/](http://www.rand.org/publications/RB/RB4518/)
- ◆ [www.open.org/~westcapt/bp56.htm](http://www.open.org/~westcapt/bp56.htm)
- ◆ [www.northeastcapt.org/science/pod/detail.asp?ID=99](http://www.northeastcapt.org/science/pod/detail.asp?ID=99)
- ◆ Gorman, D.M. (1995). *Are school-based resistance skills training programs effective in preventing alcohol misuse?* *Journal of Alcohol & Drug Education*, 41(1): 74-98.
- ◆ Ellickson, P.L. and Bell, R.M. (1990). *Drug prevention in junior high: A multi-site longitudinal test.* *Science*, 247: 1299-1305.

### ***Contact***

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## Project ALERT-Plus

### ***Program Developer/Primary Investigator***

- ◆ This program was designed by RAND to help alleviate the disappearance of early gains by Project ALERT.

### ***Target Population***

- ◆ Adolescents who have transitioned into a high school setting

### ***Program Description***

- ◆ This curriculum was designed as a booster program to Project ALERT to prevent the use of alcohol, tobacco, and other drugs for students after adolescents make the transition into high school.
- ◆ Project ALERT-Plus added three lessons to the middle school program that include:
  - combating the use of inhalants
  - ways to quit smoking
  - enhancing the original program's effects on alcohol use

### ***Program Objectives***

- ◆ Project ALERT-Plus will continue to focus on developing and reinforcing motivation not to use drugs
- ◆ This program targets the same substances as Project ALERT, but also includes other substances such as cocaine and other stimulants.

### ***Program Outcomes***

- ◆ Not yet identified

### ***Program Cost***

- ◆ NA

### ***References***

- ◆ [www.rand.org/publications/RB/RB4518/](http://www.rand.org/publications/RB/RB4518/)

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- ◆ Best Foundation – Los Angeles, California  
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## 28. Project Northland

### ***Program Developer/Primary Investigator***

- ◆ C.L. Perry

### ***Domains***

- ◆ Peer, Family, School, and Community

### ***Target Population***

- ◆ Is a universal program designed for adolescents in the sixth, seventh, and eighth grade levels.

### ***Program Description***

- ◆ This is a community-wide, multi-level intervention program that focuses on delaying or reducing the use of alcohol for the targeted population.
- ◆ The program involves peers in organizing and promoting alcohol-free social activities that include a social-behavioral curriculum in the school setting, peer leadership, parental involvement and education, and community-wide task force activities.
- ◆ The program divides its objectives according to the grade level of the student involved and then an evaluation of the students' progression in the program is conducted at the close of their third year.
- ◆ This project has had two phases: Phase I (6<sup>th</sup> - 8<sup>th</sup> grades) and Phase II (11<sup>th</sup> and 12<sup>th</sup> grades).

### ***Program Objectives*** (separated by grade level; Phase I)

#### Sixth Grade

- ◆ Student-parent communication is targeted by requiring both parties to complete homework assignments together that describe adolescent alcohol use.

#### Seventh Grade

- ◆ Peer- and teacher-led classroom curriculum focuses on resistance skills and normative expectations regarding teen alcohol use by using discussions, games, problem solving, and role plays.
- ◆ The Peer Participant Program creates alternative alcohol-free activities while parent involvement continues.
- ◆ The Community Task Force discusses ordinances as they relate to teen alcohol use, while businesses provide discounts to those adolescents who pledge to be alcohol and drug free.

#### Eighth Grade

- ◆ Students are encouraged to become active citizens and influence community members regarding their beliefs about teen alcohol use.
- ◆ Students are encouraged to conduct town meetings to offer recommendations for the community's help in preventing under-age alcohol use.

### ***Program Objectives*** (separated by grade; Phase II)

#### Eleventh Grade

- ◆ Included direct action community organizing, parent education and involvement, student activity groups, mass media, and a classroom curriculum that emphasized change at the community level.

### ***Program Outcomes*** (Measured at the end of the third year)

- ◆ Lower scores on the tendency to use alcohol scale
- ◆ Less use of alcohol in both the past week and past month
- ◆ Lower frequency of the combination of alcohol and cigarette use
- ◆ Lower scores on the peer influence scale
- ◆ Increased communication with parents about the consequences of drinking

### ***Program Cost***

- ◆ The complete set of Project Northland materials, including curricula for sixth, seventh, and eighth grades, costs \$549.00.



- ◆ Each curriculum includes a teacher's guide and materials for 30 students. Individual curricula can be purchased for \$229.95 each.

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- ◆ [www.colorado.edu/cspv/buleprints/promise/projectNorthland.htm](http://www.colorado.edu/cspv/buleprints/promise/projectNorthland.htm)
- ◆ [www.open.org/~westcapt/bp23.htm](http://www.open.org/~westcapt/bp23.htm)
- ◆ [www.ccapt.org/northland.html](http://www.ccapt.org/northland.html)
- ◆ See *Preventing Mental Disorders in School-Age Children* at [www.prevention.psu.edu/CMHS.html](http://www.prevention.psu.edu/CMHS.html)
- ◆ [www.northeastcapt.org/science/pod/detail.asp?ID=104](http://www.northeastcapt.org/science/pod/detail.asp?ID=104)
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## 29. Promoting Alternative Thinking Strategies (PATHS)

### ***Program Developer/Primary Investigator***

- ◆ Mark Greenberg, Ph.D., Carol Kusche, Ph.D

### ***Domains***

- ◆ Individual and School

### ***Target Population***

- ◆ Elementary-aged children

### ***Program Description***

- ◆ This program focuses on the developmental integration of:
  - affect, behavior and cognitive understanding
  - recognizing that a child's behavior and self-regulation are functions of internal and external emotional awareness, control, and understanding
- ◆ Targets improvement in the classroom and school network.
- ◆ This program is implemented over the course of (up to) 5 years by trained teachers.
- ◆ The curriculum consists of 3 major units:
  1. Readiness Unit and Self-Control Unit – this is a 12-lesson unit covering development and readiness building of basic self-control skills.
  2. Feelings and Relationships Unit – this is a 56-lesson unit focusing on teaching emotional and interpersonal understanding.
  3. Interpersonal Cognitive Problem-Solving Unit – this is a 33-lesson unit covering 11 steps to interpersonal problem solving.
- ◆ Activities and assignments are used to include the home environment.

### ***Program Objectives***

- ◆ Promote emotional and social competencies
- ◆ Reduce aggression and behavioral problems
- ◆ Build positive self-esteem and improving peer communications and relations

### ***Program Outcomes***

- ◆ This program was researched with 3 diverse groups of students, findings indicated that for all three groups there were:
  - significant improvements on social and emotional problem solving skills
  - significant decrease in resorting to aggressive solutions
  - increased likeliness to provide pro-social solutions to interpersonal conflict
- ◆ The outcomes of special needs students were reported as follows:
  - decreased anxiety symptoms
  - decreased conduct problems
  - decreased symptoms of sadness and depression
- ◆ Use of more effective conflict-resolution strategies
- ◆ Improved thinking and planning skills

### ***Program Cost***

- ◆ Over a three year period, \$15/student/year to \$45/student/year
- ◆ The packages that PATHS offers are:
  - PATHS Basic kit - \$550, PATHS Turtle Unit - \$145, Basic Kit and Turtle Unit - \$640

### ***References***

- ◆ See *Preventing Mental Disorders in School-Age Children* at [www.prevention.psu.edu/CMHS.html](http://www.prevention.psu.edu/CMHS.html)
- ◆ [www.open.org/~westcapt/bp78.htm](http://www.open.org/~westcapt/bp78.htm)
- ◆ [www.colorado.edu/cspv/blueprints/model/ten\\_paths.htm](http://www.colorado.edu/cspv/blueprints/model/ten_paths.htm)
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### 30. Quantum Opportunities Program

#### ***Program Developer/Primary Investigator***

- ◆ C. Benjamin Lattimore

#### ***Domains***

- ◆ Individual, Community

#### ***Target Population***

- ◆ This program is designed to serve families receiving public assistance.

#### ***Program Description***

- ◆ This program provides education, service, and developmental activities over a 4-year period (9<sup>th</sup> – 12<sup>th</sup> grade), this includes:
  - 250 hours of education to enhance basic academic skills
  - 250 hours of development activities centered around cultural enrichment and personal development for family, life, college, and job skills
  - 250 hours of service activities of participating in community events
- ◆ This program is conducted in small groups of 20-25 students working with adults.

#### ***Program Objectives***

- ◆ To start early and prevent the development of problem behaviors.
- ◆ To build basic life and social skills to allow young people to give back to their communities.

#### ***Program Outcomes***

- ◆ 63% of members graduated high school (compared to 42% of controls)
- ◆ 42% of members went onto post-secondary schooling (compared to 16% of controls)
- ◆ 23% of members were less likely to be high-school dropouts (compared to 12% of controls)
- ◆ 34% of members were more likely to have received an award/honor in the past year (compared to 12% of controls)
- ◆ 24% of members were less likely to become teen parents (compared to 38% of controls)

#### ***Program Cost***

- ◆ For 4 years, \$10,600 per participant, or \$2,650 per year
- ◆ The QOP Replication Kit is priced at \$7,500 for all written materials and around \$5000 if purchased on CD or in digital format.

#### ***References***

- ◆ [www.colorado.edu/cspv/blueprints/model/ten\\_Quantum.htm](http://www.colorado.edu/cspv/blueprints/model/ten_Quantum.htm)
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31. Queensland Early Intervention & Prevention of Anxiety Program (QEIPAP)

***Program Developer/Primary Investigator***

- ◆ Mark Dadds, Susan Spence

***Domains***

- ◆ Individual, Family, School

***Target Population***

- ◆ Adolescents (ages 7 – 14) with elevated and clinical levels of anxiety symptoms and no disruptive behavior problems.

***Program Description***

- ◆ Is a school-based program that focuses on teaching youth how to cope with anxiety
- ◆ 1-2 hour-long group sessions were held over a period of 10 weeks
- ◆ This program uses physiological, cognitive, and behavioral coping strategies
- ◆ Groups are led by psychologists with graduate students as co-leaders
- ◆ Parent participation was included for three sessions to provide them with information regarding what their children were learning in the program.

***Program Objectives***

- ◆ To introduce child management strategies to parents
- ◆ Teach parents similar strategies to manage their own anxiety
- ◆ Teach children how to develop a plan of graduated exposure to fearful stimuli using physiological, cognitive, and behavioral coping strategies
- ◆ Teach children adaptive coping strategies for managing their distress

***Program Outcomes***

- ◆ A 6-month follow-up revealed that only 16% of the treatment group had a diagnosable disorder, compared to the 54% of the control subjects.
- ◆ A 24-month follow-up revealed that 20% of the intervention children still met anxiety criteria, compared to 39% in the control group.

***Program Cost***

- ◆ NA

***References***

- ◆ See *Preventing Mental Disorders in School-Age Children* at [www.prevention.psu.edu/CMHS.html](http://www.prevention.psu.edu/CMHS.html)

***Contact***

- ◆ NA

### 32. Quest

#### ***Program Developer/Primary Investigator***

- ◆ Molly Laird, Ph.D., Quest International, Mike Syropoulos, Ph.D., Detroit Public Schools, Steven Black, M.P.A., Quest International

#### ***Domains***

- ◆ Individual, School

#### ***Target Population***

- ◆ Elementary school-aged children

#### ***Program Description***

- ◆ Is a comprehensive (K-5) program that focuses on building life skills, service-learning, character education and anger management (*Skills for Adolescents, Working Towards Peace*). The curriculums are taught in 45- to 60-minute sessions by the teacher.
- ◆ This incorporates positive prevention strategies and an implementation process for linking the home, school, and community in teaching essential life and citizenship skills.
- ◆ *Working Towards Peace* is a new anger management and conflict resolution curriculum that was developed by Quest International, and is a 2-year project.

#### ***Program Objectives***

- ◆ To help develop appropriate coping responses in situations of conflict.

#### ***Program Outcomes***

- ◆ Truancy behaviors were decreased.
- ◆ Due to conflict with the teachers' calendar, only half of the life skills and anger management curriculum was taught by the end of the first year.
- ◆ Violent activities decreased among students who were taught the *Working Towards Peace* curriculum.
- ◆ Cases of classroom misconduct decreased and were twice as likely to decrease for students who participated in *Working Towards Peace*.

#### ***Program Cost***

- ◆ NA

#### ***References***

- ◆ [www.quest.edu/k-5.htm](http://www.quest.edu/k-5.htm)
- ◆ See *Preventing Mental Disorders in School-Age Children* at [www.prevention.psu.edu/CMHS.html](http://www.prevention.psu.edu/CMHS.html)

#### ***Contact***

- ◆ Program Representative: 1-800-446-2700

### 33. Resolving Conflict Creatively Program

#### ***Program Developer/Primary Investigator***

- ◆ Linda Lantieri, Director

#### ***Domains***

- ◆ Individual and School

#### ***Target Population***

- ◆ Adolescents from kindergarten to the 12<sup>th</sup> grade

#### ***Program Description***

- ◆ To educate young people in intercultural understanding and creative nonviolent approaches to conflict.
- ◆ To ensure that young people receive the education needed to help reduce violence and prejudice and to form caring relationships that help promote healthy lives.
- ◆ This program supports school staff, parents, families and the community in teaching young people.
- ◆ The K-8 Model includes the following components:
  - *Professional Development for Teachers* is a 24-hour introductory course to the program.
  - *Classroom Instruction* is a curricula for teachers.
  - *Peer Mediation* trains selected groups of students to serve as mediators within their schools.
  - *Administrator Training* introduces administrators to the concepts and skills of conflict resolution and bias awareness.
  - *Parent Training* gives parents the knowledge and training to better deal with conflict and prejudice within the home and also provides them with the opportunities to become more effective leaders in their child's school.
  - *Support Staff Training* offers an orientation to those who interact with adolescents (in relation to the school setting) to the skills and concepts of conflict resolution.
  - *Training of Teachers* attempts to build the school district capacity to independently implement all program components.
- ◆ Partners in Learning is the high school model that includes the following:
  - *Planning and Needs Assessment* builds collaborative partnerships among the different populations within the high school and community.
  - *Professional Development for Teachers* is a 24-hour introductory course to help manage a peaceable environment within the classroom and is followed by ongoing coaching, consulting, and team building.
  - *Classroom Instruction* fosters skill instruction in conflict resolution, anger management, and inter-group relations.
  - *Student Leadership Training and Youth Development* provides young people with skills and conviction to participate fully in creating democratic and peaceful classrooms, schools, and communities.

#### ***Program Objectives***

- ◆ Help students to be academically competent, socially and emotionally skillful and responsible by educating them on:
  - Peer mediation and conflict resolution
  - Prejudice reduction and Multicultural/diversity appreciation
  - Inter-group relations

#### ***Program Outcomes***

- ◆ Students who participated in the program (based on a 1993 study) were found to perceive their social world in a less hostile way, saw violence as an unacceptable option, and chose nonviolent ways to resolve conflict.

- ◆ Students who received this training were found to have performed significantly better on standardized academic achievement tests.
- ◆ A May 1998 study at the Atlanta site found that students and teachers who participated in the program resulted in:
  - 64% of teachers reported less physical violence in the classroom
  - 75% of teachers reported and increase in student cooperation
  - 92% of students felt better about themselves
  - 90% of parents reported an increase in their own communication and problem solving skills
  - In- and out-of-school suspension rates decreased significantly (non-participating schools showed an increase during the same time frame)
  - The drop-out rates at RCCP high-schools decreased significantly

#### **Program Cost**

- ◆ Based on Lincoln County (Oregon) budget for 1998, the cost for implementation came to \$362,617. This included teacher salaries, county matching funds, contract services, rent and utilities, supplies, travel/training for project coordinator, and school district administrative expenses.

#### **References**

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- ◆ [www.esnational.org/about-rccp.html](http://www.esnational.org/about-rccp.html)
- ◆ See *Preventing Mental Disorders in School-Age Children* at [www.prevention.psu.edu/CMHS.html](http://www.prevention.psu.edu/CMHS.html)
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34. Responding in Peaceful and Positive Ways (RIPP)

***Program Developer/Primary Investigator***

- ◆ Albert Farrell

***Domains***

- ◆ Individual and School

***Target Population***

- ◆ Urban, primarily African-American middle school students

***Program Description***

- ◆ A violence-prevention curriculum that focuses on social/cognitive skill building to promote nonviolent conflict resolution and positive communication
- ◆ This is conducted in a 25-session, 6<sup>th</sup> grade curriculum during a 45-minute class period using adult role models
- ◆ The program uses team-building activities along with small group work, role-plays, relaxation techniques, and repetition and rehearsal.

***Program Objectives***

- ◆ Teach knowledge, attitudes and skills that emphasize nonviolence and promote positive communication

***Program Outcomes***

- ◆ Participants showed significantly lower rates of fighting, bringing weapons to school, and in-school suspensions than control subjects.
- ◆ Participants were also more likely to utilize the peer mediation program
- ◆ No significant effects were found concerning out-of-school suspensions.

***Program Cost***

- ◆ The sixth grade RIPP manual is available for \$75.
- ◆ Training and consulting costs vary.

***References***

- ◆ See *Preventing Mental Disorders in School-Age Children* at [www.prevention.psu.edu/CMHS.html](http://www.prevention.psu.edu/CMHS.html)
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### 35. Seattle Social Development Project

#### ***Program Developer/Primary Investigator***

- ◆ J. David Hawkins, Ph.D., Richard Catalano, Ph.D., Richard Kosterman, Ph.D., Robert Abbott, Ph.D., Karl G. Hill, Ph.D.

#### ***Domains***

- ◆ Individual, Peer, Family, and School

#### ***Target Population***

- ◆ Elementary-aged children (1<sup>st</sup> – 6<sup>th</sup> grades)

#### ***Program Description***

- ◆ Is a school-based intervention to help reduce childhood risks for delinquency and drug abuse by enhancing protective factors
- ◆ Teacher Training focuses on classroom management, interactive teaching strategies, and cooperative learning within the classroom.
- ◆ Parent Education (optional) focuses on behavior management skills, academic support skills, and skills to reduce risks for drug use.
- ◆ Peer Programs include cooperative learning, and child social and emotional skill development.

#### ***Program Objectives***

- ◆ To gain an increased attachment to and better achievement in school
- ◆ To decrease school behavior problems

#### ***Program Outcomes***

- ◆ At the end of grade 2, Project students showed lower levels of aggression and anti-social behaviors for white males and lower levels of self-destructive behaviors for white females.
- ◆ At the end of grade 5, Project students showed less alcohol and delinquency initiation, increase in family management practices, communication, and attachment, and more attachment and commitment to school.
- ◆ At the end of grade 6, high-risk youth were more attached and committed to school, and boys were less involved with anti-social peers.
- ◆ At the end of grade 11, Project students showed reduced involvement in violent delinquency and sexual activity and reductions in being drinking and driving.

#### ***Program Cost***

- ◆ The five-year program costs a total of \$2,991 per student.

#### ***References***

- ◆ See *Preventing Mental Disorders in School-Age Children* at [www.prevention.psu.edu/CMHS.html](http://www.prevention.psu.edu/CMHS.html)
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- ◆ [www.colorado.edu/cspv](http://www.colorado.edu/cspv)
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### 36. Second Step Violence Prevention

#### ***Program Developer/Primary Investigator***

- ◆ David Grossman

#### ***Domains***

- ◆ Individual and School

#### ***Target Population***

- ◆ Elementary-aged children (grades 1-3)

#### ***Program Description***

- ◆ The curriculum consists of 30 lessons (35 minutes/lesson) taught 1-2 times per week.
- ◆ The program is designed to teach anger management, empathy, and impulse control in three separate lesson formats. These are taught by using photograph lesson cards with a scenario that forms the basis for discussion and role-plays. A video guide assists parents in reinforcing the lessons in the home.

#### ***Program Objectives***

- ◆ Targets early and persistent antisocial behavior.
- ◆ Seeks to promote pro-social behavior as reflected by competence in peer interactions and friendships and in interpersonal conflict resolution skills.
- ◆ Program seeks to improve interpersonal problem-solving skills by training children in cognitive processing.

#### ***Program Outcomes***

- ◆ Physical aggression decreased among participants and continued to be low when follow-up evaluations were conducted.
- ◆ Friendly behavior that included pro-social and neutral interactions increased among participants and continued to maintain these levels during a follow-up evaluation.

#### ***Program Cost***

- ◆ Curriculum kits cost approximately \$300.00 to 700.00
- ◆ There are no workbooks or other consumables.
- ◆ A product/training price list can be found at: [www.cfchildren.org/prices.htm](http://www.cfchildren.org/prices.htm)

#### ***References***

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- ◆ [www.cfchildren.org/evals.html](http://www.cfchildren.org/evals.html)
- ◆ See *Preventing Mental Disorders in School-Age Children* at [www.prevention.psu.edu/CMHS.html](http://www.prevention.psu.edu/CMHS.html)
- ◆ [www.northeastcapt.org/science/pod/detail.asp?ID=130](http://www.northeastcapt.org/science/pod/detail.asp?ID=130)
- ◆ Grossman, D. C., Neckerman, H. J., Koepsell, T. D., Liu, P., Asher, K. N., Beland, K., Frey, K., and Rivara, F. P. (1997). *Effectiveness of a violence prevention curriculum among children in elementary school: A randomized controlled trial.* Journal of the American Medical Association, 277, 1605–1611.
- ◆ Quinn, M. M., Osher, D., Hoffman, C. C., and Hanley, T. V. (1998). *Safe, drug-free, and effective schools for all students: What works!* Findings from a collaborative study co-sponsored by Safe and Drug-Free Schools; Office of Elementary and Secondary Education and Office of Special Education Programs; Office of Special Education and Rehabilitative Services; U.S. Department of Education. Washington, DC: American Institutes for Research.

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36. Social Decision-Making and Social Problem Solving (SDM-SPS)

***Program Developer/Primary Investigator***

- ◆ Maurice Elias

***Domain***

- ◆ Individual, School

***Target Population***

- ◆ Elementary and middle school-aged (6 - 14 years) adolescents

***Program Description***

- ◆ Formally known as **Improving Social Awareness-Social Problem Solving (ISA-SPS)**.
- ◆ This program consists of three phases:
  1. The Readiness Phase – this phase consists of 20-, 40-minute lessons provided twice a week.
  2. The Instructional Phase – same as the Readiness phase.
  3. The Application Phase – this phase provides teachers with training and activities to promote formal and informal reinforcement and extension of the problem-solving skills into contexts that are important to the students (lessons are held once a week).
- ◆ The lessons include a scripted curriculum with group sharing, skill presentation, stories or videos that serve as a means for discussion, dialoguing, and role-plays.

***Program Objectives***

- ◆ The Readiness Phase promotes self-control, group participation, and social awareness.
- ◆ The Instructional Phase teaches eight steps for social decision making and problem solving, with emphasis on affect, problem analysis and goal setting, means-ends thinking, and anticipation of obstacles.

***Program Outcomes***

- ◆ The follow-up study (6 years after the 2-year intervention) showed that participants scored significantly lower rates than controls on:
  - vandalism and delinquency
  - physical aggression against parents or other students
  - use of alcohol and tobacco
  - unpopularity and self-destructive/identity problems
  - depression
- ◆ This program has been replicated several times which support initial findings.

***Program Cost***

- ◆ NA

***References***

- ◆ [www2.umdj.edu/spsweb/](http://www2.umdj.edu/spsweb/)
- ◆ See *Preventing Mental Disorders in School-Age Children* at [www.prevention.psu.edu/CMHS.html](http://www.prevention.psu.edu/CMHS.html)
- ◆ [www.drp.org](http://www.drp.org)

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### 37. Social Relations Program

#### ***Program Developer/Primary Investigator***

- ◆ John E. Lochman, John. D. Coie

#### ***Domains***

- ◆ Individual, Peer

#### ***Target Population***

- ◆ Aggressive, rejected, and non-aggressive rejected 4<sup>th</sup> grade, African-American students.

#### ***Program Description***

- ◆ The program consists of 4 components:
  1. Social problem solving (7 sessions)
  2. Positive Play Training (9 sessions)
  3. Group-entry Skill Training (14 sessions)
  4. Anger-Control (4 sessions)
- ◆ Each session was held for 30 minutes in length.

#### ***Program Objectives***

- ◆ Teach children learned problem solving steps that include the identification of a problem and the goals of the situation, how to inhibit impulsive behaviors, and how to generate possible solutions.
- ◆ Help children gain the skills to play effectively with peers.
- ◆ Teach children how to join a group of peers.
- ◆ Teach children how to reduce their impulsive behaviors through identification, the use of self-statements, and discussion of competition in inter-personal situations.

#### ***Program Outcomes***

- ◆ Participants were found to be less aggressive according to teachers.
- ◆ Participants had more positive social acceptance.
- ◆ Control children showed higher levels of self-worth compared to intervention children. A 1-year follow-up showed that there was no longer a main effect of child self-reported self-worth.

#### ***Program Cost***

- ◆ NA

#### ***References***

- ◆ See *Preventing Mental Disorders in School-Age Children* at [www.prevention.psu.edu/CMHS.html](http://www.prevention.psu.edu/CMHS.html)

#### ***Contact***

- ◆ NA

### 38. Stress Inoculation Training

#### ***Program Developer/Primary Investigator***

- ◆ Anthony Hains, Steven W. Ellmann

#### ***Domains***

- ◆ Individual, School

#### ***Target Population***

- ◆ High School students (9<sup>th</sup> – 12<sup>th</sup> grades)

#### ***Program Description***

- ◆ This is a school-based prevention program that includes cognitive coping skills and relaxation training.
- ◆ The program consisted of 13 sessions that used both group and individual formats and was divided into 3 phases:
  1. Conceptualization Phase
  2. Skill Acquisition Phase
  3. Skill Application Phase
- ◆ Two therapists (1 Ph.D. and 1 doctoral student) facilitated the treatment groups

#### ***Program Objectives***

- ◆ Decrease the consequences of stress that include elevated anxiety, depression, poor academic performance, and delinquent behavior.

#### ***Program Outcomes***

- ◆ Anger expression arousal was lower for those receiving treatment.
- ◆ Effective in reducing self-reported internalizing symptoms of anxiety and depression.

#### ***Program Cost***

- ◆ NA

#### ***References***

- ◆ See *Preventing Mental Disorders in School-Age Children* at [www.prevention.psu.edu/CMHS.html](http://www.prevention.psu.edu/CMHS.html)
- ◆ [www.preventingcrime.org](http://www.preventingcrime.org)

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### 39. Teen Outreach Program

#### ***Program Developer/Primary Investigator***

- ◆ Junior League of St. Louis, Association of Junior Leagues International

#### ***Domains***

- ◆ Individual, Peer, School

#### ***Target Population***

- ◆ Youth ages 12-17 (Research group, 86% female, African Americans comprised 67.7% of total group, 17% Caucasian, 13% Hispanic)

#### ***Program Description***

- ◆ Two tiered strategy of group learning/discussion and community service. Guided by the *Changing Scenes* curriculum youth, under the guidance of an adult facilitator, discuss values and learn life skills.
- ◆ Participants also design and implement community service projects.

#### ***Program Objectives***

- ◆ To promote young people's healthy behavior for successful achievement in school and attainment of their life-long goals.

#### ***Program Outcomes***

- ◆ TOP participants relative to a comparison group had:
  - 39% lower rate of course failure
  - 42% lower rate of school suspension
  - 41% lower rate of teen pregnancy

#### ***Program Cost***

- ◆ Training and curriculum costs vary, contact Cornerstone Consulting Group (see below)

#### ***References***

- ◆ Allen, Joseph P., et al. (1997). *Preventing Teen Pregnancy and Academic Failure: Experimental Evaluation of a Developmentally-based Approach*. Child Development, 64 no.4, 729-742.

#### ***Contact***

- ◆ Cornerstone Consulting Group  
Telephone: (713) 627-2322



#### 40. Project BASIS

##### ***Program Developer/Primary Investigator***

- ◆ Gottfredson Associates, Inc., Behavioral Science Research and Development

##### ***Domains***

- ◆ Individual, School

##### ***Target Population***

- ◆ Middle school aged adolescents

##### ***Program Description***

- ◆ School-wide discipline management program that includes: clarifying and enforcing rule; improving classroom organization; and replacing punitive strategies with positive reinforcement.
- ◆ Teachers and administrators (appointed by the principal) make up the improvement team that lead and coordinates the program preparation and implementation by:
  - reviewing and revising discipline policies
  - orienting faculties to the program
  - developing strategies for implementation and monitoring new strategies
  - recruiting additional teachers and provide constructive feedback and assistance to teachers and staff

##### ***Program Objectives***

- ◆ To increase the clarity of school rules and the consistency of rule enforcement.
- ◆ To improve classroom organization and management.
- ◆ To increase the frequency of communication with the home regarding student behavior.
- ◆ To replace punitive disciplinary strategies with positive reinforcement of appropriate behavior.

##### ***Program Outcomes***

- ◆ Schools participating in the program reported positive effects for:
  - classroom orderliness and organization
  - classroom rule clarity
  - student reports of rewards and fewer punishments
- ◆ Teacher support increased
- ◆ Student perceptions of fairness of school rules increased
- ◆ Teacher reports of student attention to academic work increased significantly
- ◆ Ratings of student classroom disruption decreased significantly

##### ***Program Cost***

- ◆ NA

##### ***References***

- ◆ [www.open.org/~westcapt/bp73.htm](http://www.open.org/~westcapt/bp73.htm)
- ◆ [www.tyc.state.tx.us/prevention/models-1.htm](http://www.tyc.state.tx.us/prevention/models-1.htm)
- ◆ [www.northeastcapt.org/science/pod/detail.asp?ID=9](http://www.northeastcapt.org/science/pod/detail.asp?ID=9)
- ◆ Gottfredson, D. C. (1993). *Managing adolescent behavior: A multi-year, multi-school study*. *American Educational Research Journal*, 30, 179-215.

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#### 41. Project Pathe

##### ***Program Developer/Primary Investigator***

- ◆ Denise Gottfredson, Gottfredson Associates, Inc.

##### ***Domains***

- ◆ Peer, School

##### ***Target Population***

- ◆ Middle and High school (rural) African American students

##### ***Program Description***

- ◆ This is a comprehensive program that aims to reduce school disorder and improve the school environment to enhance students' experiences and attitudes about school.
- ◆ The program is divided into 5 major components:
  1. Staff, student, and community participation in revising school policies
  2. School-wide organizational changes aimed at increasing academic performance
  3. School-wide organizational changes aimed at enhancing school climate
  4. Programs to prepare students for careers
  5. Academic and affective services for high-risk youth

##### ***Program Objectives***

- ◆ To promote the cooperation of staff, students, and community members to work together to design and implement improvement programs and develop clear and fair rules.
- ◆ To strengthen and diagnose school weaknesses and discipline problems through innovative teaching techniques and student team learning.
- ◆ Further enhance the school climate through job-seeking skills and career exploration.
- ◆ Provide additional monitoring, tutoring, and counseling to further academic success to at-risk students.

##### ***Program Outcomes***

- ◆ Self-reported delinquency declined for participating schools.
- ◆ School alienation decreased in treatment schools. Attachment to school increased in participating middle schools.
- ◆ School climate and discipline management improved.
- ◆ Effects for at-risk students reported:
  - higher rates of graduation for high school seniors
  - higher scores on standardized tests of achievement
  - increased school attendance

##### ***Program Cost***

- ◆ NA

##### ***References***

- ◆ [www.open.org/~westcapt/bp20.htm](http://www.open.org/~westcapt/bp20.htm)
- ◆ [www.colorado.edu/cspv/blueprints/promise/PATHE.htm](http://www.colorado.edu/cspv/blueprints/promise/PATHE.htm)
- ◆ [www.northeastcapt.org/science/pod/detail.asp?ID=106](http://www.northeastcapt.org/science/pod/detail.asp?ID=106)
- ◆ Gottfredson, D. C. (1990). *Changing school structures to benefit high-risk youths*. In P. E. Leone (Ed.), Understanding troubled and troubling youth: Multidisciplinary perspectives. Newbury Park, CA: Sage.
- ◆ Gottfredson, D. C. (1986). *An empirical test of school-based environmental and individual interventions to reduce the risk of delinquent behavior*. *Criminology*, 24, 705-731.

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#### 42. Project Status

##### ***Program Developer/Primary Investigator***

- ◆ Denise Gottfredson

##### ***Domains***

- ◆ Individual and School

##### ***Target Population***

- ◆ Junior and Senior high school students and all students at-risk for dropping out of school.

##### ***Program Description***

- ◆ This is a school-based program that helps students become active, responsible members of their community.
- ◆ It is based on the belief that isolating students in book-learning environments fails to inspire commitment to schools and belief in social rules.
- ◆ The school climate intervention focuses on allowing students, schools, parents, and community members to work together for change.

##### ***Program Objectives***

- ◆ To increase students' pro-social behavior by providing them with adult role models, enhancing stakes in conformity, and altering peer relationships.

##### ***Program Outcomes***

- ◆ Less total delinquency for all students and less serious delinquency for high school students.
- ◆ Less drug involvement for junior high students.
- ◆ Less negative peer influence.
- ◆ Greater academic success, that include higher grades and perception of school.
- ◆ Greater social bonding, including attachment to school, increased self-concept, interpersonal competency, involvement, and less alienation.

##### ***Program Cost***

- ◆ NA

##### ***References***

- ◆ [www.open.org/~westcapt/bp83.htm](http://www.open.org/~westcapt/bp83.htm)
- ◆ [www.colorado.edu/cspv/blueprints/promise/status.htm](http://www.colorado.edu/cspv/blueprints/promise/status.htm)
- ◆ [www.preventincrime.org](http://www.preventincrime.org)
- ◆ [www.northeastcapt.org/science/pod/detail.asp?ID=200](http://www.northeastcapt.org/science/pod/detail.asp?ID=200)
- ◆ Gottfredson, D. (1990). *Changing school structures to benefit high-risk youth*. In P. E. Leone (Ed.), *Understanding troubled and troubling youth*. Newbury Park, CA: Sage Publications.
- ◆ Gottfredson, D. C. (1997). *School-based crime prevention*. In *Preventing crime: What works, what doesn't, what's promising*. A report to the United States Congress. Prepared for the National Institute of Justice by L. W. Sherman, D. Gottfredson, D. Mackenzie, J. Eck, P. Reuter, and S. Bushway. Washington, D.C. U.S. Department of Justice, National Institute of Justice. (Also available at [www.preventingcrime.org](http://www.preventingcrime.org))

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#### 43. School Transitional Environmental Program (STEP)

##### ***Program Developer/Primary Investigator***

- ◆ Robert Felner

##### ***Domains***

- ◆ School

##### ***Target Population***

- ◆ Students making a normative school transition (middle or high school), especially those who have large feeders.

##### ***Program Description***

- ◆ The success to this program is achieved through redefining the role of homeroom teachers and restructuring schools' physical settings.
- ◆ All students are assigned to a homeroom with only other STEP participants where the teachers act as administrators and guidance counselors by helping students:
  - choose classes
  - counsel them regarding school and personal problems
  - explaining the project to parents
  - notify parents of students absences
- ◆ All Project students are enrolled in the same core classes to help participants develop stable peer groups and enhance their familiarity with school.

##### ***Program Objectives***

- ◆ Aims to reduce the complexity of school environments
- ◆ Increase peer and teacher support
- ◆ Decrease students vulnerability to academic and emotional difficulties

##### ***Program Outcomes***

- ◆ Outcomes for the end of 9<sup>th</sup> grade for participants:
  - decreases in absenteeism and increases Grade Point Average
  - stability of self-concept
  - more positive feelings of the school environment, perceiving the school as more stable, understandable, well-organized, involving, and supportive
- ◆ Long-term follow-up of participants, compared to controls, found:
  - lower dropout rates (21% versus 43%)
  - higher grades and fewer absences in the 9<sup>th</sup> and 10<sup>th</sup> grades
- ◆ In general, fewer increases in substance abuse, delinquent acts, and depression
- ◆ In general, fewer decreases in academic performance and self-concept
- ◆ In general, lower dropout rates

##### ***Program Cost***

- ◆ NA

##### ***References***

- ◆ [www.colorado.edu/cspv/blueprints/promise/STEP.htm](http://www.colorado.edu/cspv/blueprints/promise/STEP.htm)
- ◆ See *Preventing Mental Disorders in School-Age Children* at [www.prevention.psu.edu/CMHS.html](http://www.prevention.psu.edu/CMHS.html)
- ◆ [www.preventingcrime.org](http://www.preventingcrime.org)
- ◆ [www.drp.org](http://www.drp.org)
- ◆ [www.northeastcapt.org/science/pod/detail.asp?ID=127](http://www.northeastcapt.org/science/pod/detail.asp?ID=127)
- ◆ Felner, R. D., and Adan, A. M. (1988). *The School Transitional Environment Project: An ecological intervention and evaluation*. In R. H. Price, E. L. Cowen, R. P. Lorion, & Ramos-McKay (Eds.) *Fourteen Ounces of Prevention: A Casebook for Practitioners*, Washington D.C.: American Psychological Association.

- ◆ Felner, R. D., and Ginter, M., & Primavera, J. (1982). *Primary prevention during school transition: Social support and environmental structure*. American Journal of Community Psychology, 10, 277-290.
- ◆ Reyes, O., and Jason, L. A. (1991). *An evaluation of a high school dropout prevention program*. Journal of Community Psychology, 19, 221-230.

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#### 44. Children of Divorce Parenting Program

##### ***Program Developer***

- ◆ Sharlene Wolchik, Irwin N. Sandler

##### ***Domains***

- ◆ Family

##### ***Target Population***

- ◆ Parents divorced within 2 years, with a child between 8 and 15 years old

##### ***Program Description***

- ◆ This is a parent-based intervention designed to encourage parents to spend quality time with their children, listen to their children, and reinforce and model positive behaviors.
- ◆ Parents are taught how to use clear and consistent discipline practices, and to use anger management skills.
- ◆ The program consists of 10 group (6-8 participants) and 2 individual sessions co-led by a female-male team.

##### ***Program Objectives***

- ◆ Improve the quality of the parent child relationship
- ◆ Reduce inter-parental conflict
- ◆ Increase awareness of the importance of the father-child relationship and non-parental adults as a source of social support for the child

##### ***Program Outcomes***

- ◆ Parents who participated reported significantly lower levels of total problem behaviors.
- ◆ Children who participated reported significantly lower levels of aggressive behaviors, but higher levels of depressive symptoms.
- ◆ Similar *Children of Divorce* programs have been implemented by:
  1. James E. Deal, Geraldine Bosch, Gregory F. Sanders, and Daniel J. Klenow at the North Dakota Department of Human Services
  2. Robert Hughes, Jr. at the Department of Family Relations and Human Development (Ohio State University)

##### ***Program Cost***

- ◆ NA

##### ***References***

- ◆ See *Preventing Mental Disorders in School-Age Children* at [www.prevention.psu.edu/CMHS.html](http://www.prevention.psu.edu/CMHS.html)
- ◆ North Dakota Department of Human Services [www.ag.ndsu.nodak.edu/cdfs/journal/jun98/cfp-1.htm](http://www.ag.ndsu.nodak.edu/cdfs/journal/jun98/cfp-1.htm)
- ◆ Department of Family Relations and Human Development – OSU [www.hec.ohio-state/famlife/divorce/child.htm](http://www.hec.ohio-state/famlife/divorce/child.htm)

##### ***Contact***

- ◆ NA

#### 45. Creating Lasting Connections (CLC)

##### ***Program Developer/Primary Investigator***

- ◆ Ted N. Strader

##### ***Domains***

- ◆ Individual, Family, and Community

##### ***Target Population***

- ◆ Youth, ages 11-15, in high-risk environments

##### ***Program Description***

- ◆ This program is designed to work with community and family systems to identify youth and parents/guardians at high risk for alcohol and drug use
- ◆ Participating parents/guardians underwent training on issues of parenting skills, communications skills, and alcohol and drug use prevention skills

##### ***Program Objectives***

- ◆ Provide parents and youth strong defenses against environmental risk factors by teaching appropriate skills for personal growth, family enhancement, and interpersonal communication
- ◆ Increase familial resilience to and decrease risk for alcohol and drug use
- ◆ Provide services and mobilize communities to prevent alcohol and drug use

##### ***Program Outcomes***

- ◆ Improved refusal skills, resulting in delayed and reduced use of alcohol and other drugs
- ◆ Increased communication and bonding between parents and children
- ◆ Greater use of community services for resolving family and personal problems

##### ***Program Cost***

- ◆ NA

##### ***References***

- ◆ [www.open.org/~westcapt/bp8.htm](http://www.open.org/~westcapt/bp8.htm)
- ◆ [copes.org](http://copes.org)
- ◆ [www.promisingpractices.net/program.asp?progamid=59&benchmarkid=4](http://www.promisingpractices.net/program.asp?progamid=59&benchmarkid=4)
- ◆ [www.strengtheningfamilies.org/html/programs\\_1998/16\\_CLFC.html](http://www.strengtheningfamilies.org/html/programs_1998/16_CLFC.html)
- ◆ [www.northeastcapt.org/science/pod/detail.asp?ID=25](http://www.northeastcapt.org/science/pod/detail.asp?ID=25)
- ◆ Johnson, K., et al. (1996). *Reducing alcohol and other drug use by strengthening community, family, and youth resiliency: An evaluation of the Creating Lasting Connections Program*. *Journal of Adolescent Research*, 11(1), 36-67.
- ◆ Johnson, K., et al. (1998). *Preventing and reducing alcohol and other drug use among high-risk youths by increasing family resilience*. *Social Work*, 43(4), 297-308.
- ◆ Strader, T., et al. (1997). *Mobilizing church communities for alcohol and other drug abuse prevention through the use of volunteer church advocate teams*. *The Journal of Volunteer Administration*, 15(2), 16-29.

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46. Dare to Be You

**Program Developer/Primary Investigator**

- ◆ Jan Miller-Heyl

**Domains**

- ◆ Family, School, and Community

**Target Population**

- ◆ Children aged 2-5 years and their families

**Program Description**

- ◆ Is a 5-year demonstration project that seeks to improve parent and child resiliency factors, in areas of communication, problem solving, self-esteem, and family skills.
- ◆ At least 20 hours of intervention is provided for the family and the individual
- ◆ At least 15 hours of intervention is provided for the school and/or daycare

**Program Objectives**

- ◆ Reduce poor outcomes among youth, especially for alcohol and drug use
- ◆ Increase resiliency factors and reduce risk factors

**Program Outcomes**

- ◆ Dramatic improvements in parents' sense of competence, satisfaction with and positive attitude about being a parent, and use of nurturing family management strategies
- ◆ Substantial decreases in parents' use of harsh punishment
- ◆ Significant increases in children's developmental levels compared with peers

**Program Cost**

- ◆ The pre-school training set is \$60.
- ◆ The community Training Manual is \$46.
- ◆ The K-12 curriculum is a five volume set:
  1. Introduction
  2. Activities for grades K-2,
  3. Activities for grades 3-5
  4. Activities for grades 6-8
  5. Peer Leader Training for high school teens.
- ◆ Each volume costs \$35; the five-volume set costs \$150.

**References**

- ◆ [www.strengtheningfamilies.org/html/programs\\_1998/18\\_DTBY.html](http://www.strengtheningfamilies.org/html/programs_1998/18_DTBY.html)
- ◆ [www.promisingpractices.net...m.asp?programid=100benchmarkid=4](http://www.promisingpractices.net...m.asp?programid=100benchmarkid=4)
- ◆ [www.northeastcapt.org/science/pod/detail.asp?ID=32](http://www.northeastcapt.org/science/pod/detail.asp?ID=32)
- ◆ Fritz, J., Miller-Heyl, J., Kreutzer, J., and MacPhee, D. (1995). *Fostering personal teaching efficacy through staff development and classroom activities*. The Journal of Educational Research, 88, 200-208.
- ◆ Miller-Heyl, J., MacPhee, D., and Fritz, J. (1998). *DARE to Be You: A family support, early prevention program*. Journal of Primary Prevention, 18.
- ◆ MacPhee, D., Fritz, J.J. and Miller-Heyl, J. (1996). *Ethnic variations in personal social network and parenting*. Child Development, 67: 3278-3295.

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#### 47. Effective Black Parenting

##### ***Program Developer/Primary Investigator***

- ◆ Kerby T. Alvy, Ph.D., Executive Director of the Center for Improvement of Child Caring (CICC)

##### ***Domains***

- ◆ Family and Community

##### ***Target Population***

- ◆ African-American families with elementary-aged children

##### ***Program Description***

- ◆ The program recognizes and builds on the contrast between traditional Black discipline and modern Black self-discipline
- ◆ Teaches a variety of behavioral child management skills
- ◆ The program is taught through a series of 15 sessions (3 hours/piece) over a period of 15 weeks
- ◆ This program is designed to facilitate community efforts to combat child abuse, substance abuse, juvenile delinquency, gang violence, learning disorders, behavior problems, and emotional disturbances

##### ***Program Objectives***

- ◆ Promotes a family rule guideline strategy that teaches parents a more thoughtful approach to formulating rules
- ◆ Promotes a thinking parents approach that teaches parents to think before they act/react and to consider a variety of causes for a child's behavior
- ◆ To foster effective family communication, healthy African-American identity, extended family values, child growth and development, and healthy self-esteem

##### ***Program Outcomes***

- ◆ Reduces negative family communication
- ◆ Enhances parental involvement with children
- ◆ Reduces child behavior problems
- ◆ Enhances in limit-setting
- ◆ Improvement of the general psychological well-being of parents

##### ***Program Cost***

- ◆ Required Instructors Kit of materials = \$375
- ◆ Required Handbook for parents = \$17 (parents responsible for payment)
- ◆ Workshops for training instructors are offered in a variety of cities, contact CICC (1-800-352-2422). Enrollment fee in the workshop = \$850/person

##### ***References***

- ◆ See *Preventing Mental Disorders in School-Age Children* at [www.prevention.psu.edu/CMHS.html](http://www.prevention.psu.edu/CMHS.html)
- ◆ [www.strengtheningfamilies.org/html/programs\\_1997\\_CICCsEBP.html](http://www.strengtheningfamilies.org/html/programs_1997_CICCsEBP.html)
- ◆ [www.open.org/~westcapt/bp42.htm](http://www.open.org/~westcapt/bp42.htm)
- ◆ <http://outreach.missouri.edu/cfe/poverty/EffecBlackParReport.htm>
- ◆ [www.ciccparenting.org/effectiv.htm](http://www.ciccparenting.org/effectiv.htm)
- ◆ [www.northeastcapt.org/science/pod/detail.asp?ID=36](http://www.northeastcapt.org/science/pod/detail.asp?ID=36)

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- ◆ Kerby T. Alvy, Ph.D., Center for the Improvement of Child Caring  
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#### 48. Family Bereavement Program

##### ***Program Developer***

- ◆ Irwin N. Sandler

##### ***Target Population***

- ◆ Children who have experienced the death of a parent

##### ***Program Description***

- ◆ This program contains two major components:
  1. Family Grief Workshop (3 sessions)
  2. Family Advisor Program (12 sessions)
- ◆ Connects bereaved families to each other, educated them on the nature of the grief process, and provided opportunities to share grief-related feelings

##### ***Program Objectives***

- ◆ To improve communication and foster warmth in the relationship between the surviving parent and the child

##### ***Program Outcomes***

- ◆ Age of the child was found to be varied; younger participants exhibited fewer conduct problems
- ◆ Significantly increased parental reports of warmth in the parent-child relationship
- ◆ Parents of younger children who participated reported significantly fewer negative life events at the end of the treatment

##### ***Program Cost***

- ◆ NA

##### ***References***

- ◆ See *Preventing Mental Disorders in School-Age Children* at [www.psu.edu/dept/prevention/resources/html](http://www.psu.edu/dept/prevention/resources/html)

##### ***Contact***

- ◆ NA

#### 49. Families and Schools Together (FAST)

##### ***Program Developer***

- ◆ Lynn McDonald, Ph.D.

##### ***Domains***

- ◆ Individual, Family, and School

##### ***Target Population***

- ◆ High-risk elementary school children (4<sup>th</sup>-9<sup>th</sup> grades) and their families

##### ***Program Description***

- ◆ Is an 8-week curriculum of multiple-family activities, followed by ongoing monthly meetings
- ◆ The curriculum consists of the following activities:
  - a meal hosted by a family and a family sing-along, structured family communication exercises, family feelings identification exercises, parent support meetings while children play, one-to-one quality time, winning-as-a-family-unit exercises, substance abuse education component, development of a school-based parent advisory council of FAST program graduates

##### ***Program Objectives***

- ◆ Enhance family functioning and empower parents to become the primary prevention agents for their own children
- ◆ Prevent the target child from experiencing school failure and empower parents to be partners in the education process
- ◆ Increase the family's feelings of affiliation with the school
- ◆ Prevent substance abuse by the child and other family members
- ◆ Reduce everyday stress experienced by the parents and child

##### ***Program Outcomes***

- ◆ Improvements in family cohesion
- ◆ Decreases in social isolation of parents
- ◆ Increases in involvement of parents with their children's schools
- ◆ Decreases in conduct disorder, socialized aggression, attention problems, anxiety withdrawal, and psychotic behaviors for participating children

##### ***Program Cost***

- ◆ Per family is approximately \$1,200 for 86 hours (30 sessions), spread out over two years.

##### ***References***

- ◆ [www.open.org/~westcapt/bp46.htm](http://www.open.org/~westcapt/bp46.htm)
- ◆ [www.northeastcapt.org/science/pod/detail.asp?ID=38](http://www.northeastcapt.org/science/pod/detail.asp?ID=38)
- ◆ McDonald, L., Billingham, S., Dibble, N., Rice, C., and Coe-Braddish, D. (1991). *Families And Schools Together: An innovative substance abuse prevention program*. Social Work in Education: A Journal of Social Workers in School, 13, 118–128.
- ◆ Conduct Problems Prevention Research Group (1992). *A developmental and clinical model for the prevention of conduct disorder: The FAST Track Program*. Development and Psychopathology, 4, 509–527.

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## 50. Functional Family Therapy

### ***Program Developer***

- ◆ James F. Alexander, Ph.D., University of Utah

### ***Domain***

- ◆ Individual, Family

### ***Target Population***

- ◆ Youth aged 11-18 at risk for and/or presenting with delinquency, violence, substance use, Conduct Disorder, Oppositional Defiant Disorder, or Disruptive Behavior Disorder

### ***Program Description***

- ◆ This is an outcome-driven prevention/intervention program for youth that have demonstrated the entire range of maladaptive, acting out behaviors and related symptoms.
- ◆ Anywhere from 8-26 hours of direct service time is provided, depending on the severity of the problem situations
- ◆ FFT consists of 5 phases:
  1. Engagement, designed to emphasize within youth and family factors that protect youth and families from early program dropout
  2. Motivation, designed to change maladaptive emotional reactions and beliefs, and increase alliance, trust, hope, and motivation for lasting change
  3. Assessment, designed to clarify individual, family system, and larger system relationships
  4. Behavior Change, consists of communication training, basic parent skills, contracting, and response-cost techniques
  5. Generalization, here case management is provided to guide individualized family functional needs

### ***Program Objectives***

- ◆ Improve family supportiveness and communication
- ◆ Decrease the intense negativity that is characteristic of targeted families
- ◆ Help family members adopt positive solutions to family problems
- ◆ Develop positive behavior change and parenting strategies

### ***Program Outcomes***

- ◆ This program is capable of effectively treating adolescents with Conduct Disorder, Oppositional Defiant Disorder, Disruptive Behavior Disorder, alcohol and other drug abuse disorders, and who are delinquent and/or violent
- ◆ Reduces the need for additional social services
- ◆ Prevents further incidence of the presenting problem(s)
- ◆ Prevents adolescents from penetrating the adult criminal system

### ***Program Cost***

- ◆ The 90-day costs range between \$1,350 - \$3,750 (for an average of 12 home visits/family)

### ***References***

- ◆ [www.strengtheningfamilies.org/html/programs\\_1999/01\\_FFT.html](http://www.strengtheningfamilies.org/html/programs_1999/01_FFT.html)
- ◆ [www.open.org/~westcapt/bp15.htm](http://www.open.org/~westcapt/bp15.htm)
- ◆ [http://www.Colorado.EDU/cspv/blueprints/model/ten\\_Function.htm](http://www.Colorado.EDU/cspv/blueprints/model/ten_Function.htm)
- ◆ [www.northeastcapt.org/science/pod/detail.asp?ID=51](http://www.northeastcapt.org/science/pod/detail.asp?ID=51)

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51. I Can Problem Solve/Interpersonal Cognitive Problem Solving (ICPS)

**Program Developer**

- ◆ Myrna Sure, Ph.D., MCP/Hahnemann University

**Domains**

- ◆ Individual, Family (School)

**Target Population**

- ◆ Children aged 4-5

**Program Description**

- ◆ This program takes 10-12 weekly sessions to complete
- ◆ The 1<sup>st</sup> section focuses on learning a problem solving vocabulary in the form of games
- ◆ The 2<sup>nd</sup> section concentrates on teaching children how to listen, how to identify their own and other's feelings, and to realize that people can feel different ways about the same thing
- ◆ The 3<sup>rd</sup> section gives children hypothetical problems and then asks them to thinking about people's feelings, consequences to their acts, and different ways to problem solve
- ◆ Parent intervention is designed to help parents use a problem solving style of communication that guides young children to think independently

**Program Objectives**

- ◆ Develop a set of interpersonal problem solving skills that relate to overt behaviors as early as preschool
- ◆ Increase the probability of preventing later, more serious problems by addressing the behavioral outcomes
- ◆ Parent intervention is designed to help parents use a problem solving

**Program Outcomes**

- ◆ For children participating in the program, less impulsive behavior and inhibited classroom behavior was evident
- ◆ Participating children exhibited better problem solving skills

**Program Cost**

- ◆ The costs per trainer are \$1,000/day
- ◆ Other required costs are a \$14.95 program manual for each parent

**References**

- ◆ [www.strengtheningfamilies.org/html/programs\\_1999/13\\_RTC\\_ICPS.html](http://www.strengtheningfamilies.org/html/programs_1999/13_RTC_ICPS.html)
- ◆ [www.open.org/~westcapt/bp70.htm](http://www.open.org/~westcapt/bp70.htm)
- ◆ See *Preventing Mental Disorders in School-Age Children* at [www.psu.edu/dept/prevention/resources/html](http://www.psu.edu/dept/prevention/resources/html)
- ◆ *Office of Juvenile Justice and Delinquency Prevention*, U.S. Department of Justice; Washington, D.C. 20531
- ◆ [www.northeastcapt.org/science/pod/detail.asp?ID=160](http://www.northeastcapt.org/science/pod/detail.asp?ID=160)
- ◆ Shure, M. B. (1993). *Interpersonal problem solving and prevention. A comprehensive report of research and training.* #MH-40801. Washington, DC: National Institute of Mental Health.
- ◆ Shure, M. B. (1993). *I Can Problem Solve (ICPS): Interpersonal cognitive problem solving for young children.* *Early Child Development and Care*, 96, 49-64.
- ◆ Shure, M. B. (1999). *Preventing Violence the Problem Solving Way.* *Juvenile Justice Bulletin* (April '99). Washington, DC: Office of Juvenile Justice and Delinquency Prevention.

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## 52. Intensive Protective Supervision Project (IPSP)

### ***Program Developer***

- ◆ Not identified

### ***Domains***

- ◆ Individual and Family

### ***Target Population***

- ◆ Any youth under the age of 16 who is a status offender and who receives a protective supervision disposition

### ***Program Description***

- ◆ Offenders assigned to this program are closely monitored by project counselors who have fewer cases to allow an increase of interaction with the youth and her/his family
- ◆ Counselors make frequent home visitations to assess the family and youth needs, provide support for parents, and role model appropriate behaviors
- ◆ Provides youth with an external expert evaluation to identify areas of need and service plans to target desired behavioral changes, identification and delivery of professional and/or therapeutic services

### ***Program Objectives***

- ◆ Reduce undisciplined acts
- ◆ Decrease the likelihood of future, serious delinquency
- ◆ Increase socially acceptable behaviors

### ***Program Outcomes***

- ◆ 7.1% of IPSP youth were referred to juvenile court during supervision (compared to 25.9% of control youth)
- ◆ 65% of IPSP youth were judged to have successfully completed treatment (compared to 45.3% of control youth)
- ◆ 14.3% of IPSP youth, after a one-year follow-up, were referred to juvenile court (compared to 35.2% of control youth)

### ***Program Cost***

- ◆ NA

### ***References***

- ◆ [www.colorado.edu/cspv/blueprints/promise/IPSP.htm](http://www.colorado.edu/cspv/blueprints/promise/IPSP.htm)
- ◆ [www.ojjdp.ncjrs.org/jjbulletin/9907\\_3/super.html](http://www.ojjdp.ncjrs.org/jjbulletin/9907_3/super.html)
- ◆ [www.northeastcapt.org/science/pod/detail.asp?ID=67](http://www.northeastcapt.org/science/pod/detail.asp?ID=67)
- ◆ Land, K. C., McCall, P. L., and Williams, J. R. (1992). *Intensive supervision of status offenders: Evidence on continuity of treatment effects for juveniles and a "Hawthorne Effect" for counselors*. In J. McCord and R. Tremblay (eds.), *Preventing antisocial behavior: Interventions from birth through adolescence*, New York: The Guilford Press.
- ◆ Mackenzie, D. L. (1997). *Criminal justice and crime prevention*. In L. W. Sherman, D. Gottfredson, D. Mackenzie, J. Eck, P. Reuter, & S. Bushway (eds.), Preventing crime: What works, what doesn't, what's promising. Washington, D. C., Office of Justice Programs.
- ◆ Sontheimer, H., and Goodstein, L. (1993). *Evaluation of juvenile intensive aftercare probation: Aftercare versus system response effects*. Justice Quarterly, 10, 197-227.

### ***Contact***

- ◆ Kathy Dudley, Juvenile Services Division  
Phone: (919) 662-4738

### 53. Iowa Strengthening Families Program

#### ***Program Developer***

- ◆ Karol L. Kumpfer, Ph.D.M., University of Utah
- ◆ Virginia Molgaard, Ph.D., Iowa State University
- ◆ Richard Spoth, Ph.D., Iowa State University

#### ***Domains***

- ◆ Family, Individual

#### ***Target Population***

- ◆ Children from the ages of 6-14 and their families

#### ***Program Description***

- ◆ Is a family-based intervention that enhances parents' general child management skills, parent-child relationships, and family communication
- ◆ Parent training sessions (groups of c. 8 families) teach parents:
  - to clarify expectations of children's behavior
  - utilize appropriate and consistent discipline techniques
  - manage strong emotions concerning their children and use effective communication
- ◆ Child sessions teach similar skills as well as:
  - peer resistance and refusal techniques
  - personal and social interaction skills
  - stress and emotion management

#### ***Program Objectives***

- ◆ Improve family functioning
- ◆ Delay the onset of adolescent alcohol and substance use by improving family practices

#### ***Program Outcomes***

- ◆ Improved child management practices, including monitoring, discipline, and standard setting
- ◆ Increase parent-child communication
- ◆ More child involvement in family activities and decisions
- ◆ Strengthened family affective quality
- ◆ One- and two-year follow-ups reported:
  - lower rates of alcohol initiation at both years
  - 30-60% relative reductions in alcohol use, using without parents permission, and being drunk

#### ***Program Cost***

- ◆ Basic set of manuals = \$175
- ◆ A minimum of 3 days training is necessary and the cost for 1 trainer = \$2,000

#### ***References***

- ◆ [www.strengtheningfamilies.org/html/programs\\_1999/06\\_SFP.html](http://www.strengtheningfamilies.org/html/programs_1999/06_SFP.html) and [www.strengtheningfamilies.org/html/programs\\_1999/14\\_SFP10-14.html](http://www.strengtheningfamilies.org/html/programs_1999/14_SFP10-14.html)
- ◆ <http://www.Colorado.EDU/cspv/blueprints/promise/iowa.htm>
- ◆ See *Preventing Mental Disorders in School-Age Children* at [www.psu.edu/dept/prevention/resources/html](http://www.psu.edu/dept/prevention/resources/html)

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54. Multisystemic Therapy Program

***Program Developer***

- ◆ Scott W. Henggeler, Ph.D.

***Domains***

- ◆ Individual, Family

***Target Population***

- ◆ Youth 10-18 years old and their families

***Program Description***

- ◆ An intensive family-based treatment that addresses the known determinants of serious antisocial behavior in adolescents and their families
- ◆ This program addresses those factors in the youth's environment that contribute to her/his behavior problems
- ◆ Treatment goals are developed in collaboration with the family
- ◆ The use of a home-based model of service delivery remove barriers of access to care and

***Program Objectives***

- ◆ Reduce rates of antisocial behaviors in the adolescent
- ◆ Reduce out-of-home placements
- ◆ Empower families to resolve future difficulties

***Program Outcomes***

- ◆ Reduction in long-term rates of criminal activity, incarceration, and concomitant costs

***Program Cost***

- ◆ Program support and training can range from \$15,000 to \$20,000 per team
- ◆ \$4,500 per student

***References***

- ◆ [www.strengtheningfamilies.org/html/programs\\_1999/04\\_MST.html](http://www.strengtheningfamilies.org/html/programs_1999/04_MST.html)
- ◆ [http://www.colorado.edu/cspv/blueprints/model/ten\\_Multisys.htm](http://www.colorado.edu/cspv/blueprints/model/ten_Multisys.htm)

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## 55. Parent-Child Development Center Program

### ***Program Developer***

- ◆ Not identified

### ***Domains***

- ◆ Individual and Family

### ***Target Population***

- ◆ Low-income families where mothers are the primary care-givers and children are aged 2 months – 3 years

### ***Program Description***

- ◆ Mothers are educated in socioemotional, intellectual, and physical aspects of infant and child development through practical experience and group discussions
- ◆ Care-givers' personal development is enhanced through training in home management and exposure to community resources
- ◆ The intervention provides activities for children and video-taped, structured play sessions for mothers and children to analyze and improve families' communication and interaction skills

### ***Program Objectives***

- ◆ Foster relationships between parents and children
- ◆ Combat educational and occupational problems associated with poverty

### ***Program Outcomes***

- ◆ Increase in IQ and cognitive ability and school achievements for children
- ◆ More positive interactions between mothers and children
- ◆ Improvements in mothers' positive control techniques and use of affection, praise, criticism, and restive control

### ***Program Cost***

- ◆ NA

### ***References***

- ◆ [www.colorado.edu/cspv/blueprints/promise/ParentChild.htm](http://www.colorado.edu/cspv/blueprints/promise/ParentChild.htm)
- ◆ [www.northeastcapt.org/science/pod/detail.asp?ID=87](http://www.northeastcapt.org/science/pod/detail.asp?ID=87)
- ◆ Johnson, D. L., and Walker, T. (1987). *Primary prevention of behavior problems in Mexican-American children*. *American Journal of Community Psychology*, 15, 375-385.
- ◆ Johnson, D. L., and Breckenridge, J. N. (1982). *The Houston Parent-Child Development Center and the primary prevention of behavior problems in young children*. *American Journal of Community Psychology*, 10, 305-316.

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## 56. Perry Pre-school Program

### ***Program Developer***

- ◆ High Scope Educational Research Foundation

### ***Target Population***

- ◆ Families with low socio-economic status with children ages 3 – 4 years

### ***Program Description***

- ◆ Provides high-quality early childhood education to disadvantaged children in order to improve their later school and life performances
- ◆ A 2-year intervention (using 7 months/year) that operates 2.5 hours/week for 5 days/week, and also uses weekly home visitation methods by teachers
- ◆ Small classrooms of 20 children with 2 staff allows for a more supervised and supportive learning environment
- ◆ Staff are trained in early childhood development and education and receive supervision and on-going instruction
- ◆ Sensitivity to the non-educational needs of disadvantaged children and their families is also provided

### ***Program Objectives***

- ◆ Promote young children's intellectual, social, and physical development to increase academic success
- ◆ Combat the relationship between childhood poverty and school failure
- ◆ Decrease crime, teenage pregnancy, and welfare use

### ***Program Outcomes***

- ◆ Less delinquency, fewer arrests at age 19, and less involvement in serious fights, gang violence, causing injuries, and police contact for children
- ◆ Less anti-social behavior and misconduct during elementary school and up to age 15
- ◆ Higher academic achievement and higher high school grades
- ◆ Less school dropout and higher rates of high school graduation
- ◆ Greater commitment to school and more favorable attitudes about school
- ◆ Higher rates of employment, pay, and job satisfaction
- ◆ Greater economic independence and less reliance on public assistance
- ◆ Fewer pregnancies and births for women at age 19

### ***Program Cost***

- ◆ NA

### ***References***

- ◆ [www.colorado.edu/cspv/blueprints/promis/perPre.htm](http://www.colorado.edu/cspv/blueprints/promis/perPre.htm)
- ◆ [www.open.org/~westcapt/bp71.htm](http://www.open.org/~westcapt/bp71.htm)

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## 57. Prenatal and Infancy Home Visitation by Nurses

### ***Program Developer***

- ◆ David Olds, Ph.D.

### ***Domains***

- ◆ Family

### ***Target Population***

- ◆ Low-income, at-risk pregnant women bearing their first child

### ***Program Description***

- ◆ Nurse home visitors work with families in their homes during pregnancy and the first two years of the child's life
- ◆ Nurse visitors see the family in their home every 1 to 2 weeks

### ***Program Objectives***

- ◆ Help women improve their prenatal health and the outcomes of pregnancy
- ◆ Improve the care provided to infants and toddlers in an effort to improve the children's health and development
- ◆ To improve women's own personal development

### ***Program Outcomes***

- ◆ 79% fewer verified reports of child abuse and/or neglect
- ◆ 31% fewer later births
- ◆ Greater interval between the birth of the first and second child (over 2 years)
- ◆ 30 months less receipt of public assistance
- ◆ 44% fewer behavioral problems due to alcohol and drug abuse
- ◆ 69% fewer maternal arrests
- ◆ Long-term effects reported on the part of 15-year-old children:
  - 60% fewer instances of running away
  - 56% fewer arrests
  - 56% fewer days of alcohol consumption

### ***Program Cost***

- ◆ Estimated costs report that is costs approximately \$7,000 per family for 2.5 years of service

### ***References***

- ◆ [www.strengtheningfamilies.org/html/programs\\_1999/12\\_PECNHVP.html](http://www.strengtheningfamilies.org/html/programs_1999/12_PECNHVP.html)
- ◆ [http://www.Colorado.EDU/cspv/blueprints/model/ten\\_nurse.htm](http://www.Colorado.EDU/cspv/blueprints/model/ten_nurse.htm)
- ◆ [www.welfareacademy.org/conf/papers/olds/prenatal.htm](http://www.welfareacademy.org/conf/papers/olds/prenatal.htm)
- ◆ [www.northeastcapt.org/science/pod/detail.asp?ID=94](http://www.northeastcapt.org/science/pod/detail.asp?ID=94)
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- ◆ Olds, D. (1997). *The prenatal/early infancy project: Fifteen years later*. In G. W. Albee & T. P. Gullotta (Eds.), Primary prevention works (pp. 41–67). Thousand Oaks, CA: Sage.

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58. Syracuse Family Development Research Program

**Program Developer**

- ◆ Alice S. Honig, Syracuse family Development Research Program

**Domains**

- ◆ Individual and Family

**Target Population**

- ◆ Impoverished families

**Program Description**

- ◆ Bolsters child and family functioning and affective, interpersonal relationships through home visitations, parent training, and individualized daycare
- ◆ Mothers receive individualized training and support from paraprofessional child development trainers who make weekly home visitations
- ◆ The duties of these trainers are to:
  - help mothers create developmentally appropriate and interactive games for their children
  - act as liaisons between participants and other support services
  - foster mothers' involvement in their children's educational attainment
  - model appropriate interactions with children

**Program Objectives**

- ◆ Improve children's cognitive and emotional functioning
- ◆ Decrease juvenile delinquency by fostering positive outlooks

**Program Outcomes**

- ◆ Only 6% of child participants had official juvenile delinquent records
- ◆ Girls showed better grades and school attendance in grades 7 and 8
- ◆ Teacher rated program girls as functioning better in self-esteem, feelings toward others, controlling aggression, and overall school achievement
- ◆ Program children rated themselves more positively, had higher educational goals, and believed they could handle problems better
- ◆ Program parents were more proud of their children's pro-social attitudes, more actively encouraged their children's success, and rated their family as having more unity

**Program Cost**

- ◆ NA

**References**

- ◆ [www.colorado.edu/cspv/blueprints/promise/FDRP.htm](http://www.colorado.edu/cspv/blueprints/promise/FDRP.htm)
- ◆ [www.open.org/~westcapt/bp76.htm](http://www.open.org/~westcapt/bp76.htm)
- ◆ [www.northeastcapt.org/science/pod/detail.asp?ID=146](http://www.northeastcapt.org/science/pod/detail.asp?ID=146)
- ◆ Lally, J. Ronald, Mangione, Peter L., & Honig, Alice S. (1988). *The Syracuse University Family Development Research Program: Long-range impact on an early intervention with low-income children and their families*. In D. R. Powell and Irving E. Sigel (eds.), Parent Education as Early Childhood Intervention: Emerging Direction in Theory, Research, and Practice. Annual Advances in Applied Developmental Psychology, Volume 3. Norwood, NJ: Ablex Publishing Corporation.

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## 59. Treatment Foster Care

### ***Program Developer***

- ◆ Patricia Chamberlain, Ph.D., Director

### ***Domains***

- ◆ Individual, Family, School, and Community

### ***Target Population***

- ◆ Teenagers with histories of chronic and severe criminal behavior at-risk of incarceration

### ***Program Description***

- ◆ Training for community families emphasize behavior management methods to provide youth with a structured and therapeutic living environment.
- ◆ Parents attend weekly group meetings run by a program case manager.
- ◆ Daily telephone calls are conducted to check on youth progress and problems.
- ◆ Services to youth's family are provided for the youth's biological or adoptive family, with the ultimate goal of returning the youth back to the home. Closely supervised home visits are used are conducted throughout the youth's placement and parents are encouraged to have frequent contact to get information about their child's progress in the program.

### ***Program Objectives***

- ◆ Treatment goals for the youth are:
  - Reduce criminal behavior and substance use
  - Improve school attendance and grades
  - Reduce association with delinquent peers
  - Improve the youth's ability to live successfully in a family setting
- ◆ Treatment goals for the parents/guardians are:
  - increase their parenting skills, particularly their ability to supervise and use effective discipline strategies
  - increase their level of involvement with their adolescent
  - help them engage in pro-social activities in the community

### ***Program Outcomes***

- ◆ Youth participating in the program compared to control youth demonstrated:
  - 60% fewer days incarcerated at a 12 month follow-up
  - significantly fewer subsequent arrests
  - ran away from their programs about 3 times less often
  - significantly less hard drug use in the follow-up period
  - quicker community placement from more restrictive settings

### ***Program Cost***

- ◆ \$2,691 per youth/month; the average length of stay is 7 months

### ***References***

- ◆ [www.strengtheningfamilies.org/html/programs\\_1999/07\\_TFC.html](http://www.strengtheningfamilies.org/html/programs_1999/07_TFC.html)
- ◆ [www.colorado.edu/cspv/blueprints/model/chapt/MTFCExec.htm](http://www.colorado.edu/cspv/blueprints/model/chapt/MTFCExec.htm) or [www.colorado.edu/cspv/blueprints/model/ten\\_multidim.htm](http://www.colorado.edu/cspv/blueprints/model/ten_multidim.htm)
- ◆ Chamberlain, P., and Mihalic, S.F. (1998). Blueprints for Violence Prevention, Book Eight: Multidimensional Treatment Foster Care. Boulder, CO: Center for the Study and Prevention of Violence.

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60. Yale Child Welfare Project

**Program Developer**

- ◆ Victoria Seitz

**Domains**

- ◆ Individual and Family

**Target Population**

- ◆ Impoverished families

**Program Description**

- ◆ This is a team-based, personalized family support to help disadvantaged parents support their children's development
- ◆ The intervention begins when mothers are pregnant and continues until the infants are 30 months old
- ◆ Home visitations help solve immediate family crises, assist in achieving long-term goals, and act as liaisons to other service providers
- ◆ Pediatric care is offered on a weekly basis to newborn infants, housecalls are provided when necessary, and provide regular check-up exams
- ◆ Daycare by trained staff foster children's emotional and social development and actively communicate with parents

**Program Objectives**

- ◆ Improve the quality of life by providing medical, educational, social, and psychological services

**Program Outcomes**

- ◆ Project mothers, on average, completed 1.5 more years of post high-school education
- ◆ Project families were smaller and project mothers waited an average of 9 years before having another child
- ◆ Almost all project families were economically independent
- ◆ Intervention boys were rated as better socially adjusted and displayed better classroom behavior (according to teachers)
- ◆ Project children displayed better school adjustment, including academic achievement, absenteeism, behavior, and receiving special services
- ◆ Siblings' performance for project children indicated better school attendance, better school progress, and less use of supportive or remedial school services

**Program Cost**

- ◆ NA

**References**

- ◆ [www.colorado.edu/cspv/bluprints/promise/yale.htm](http://www.colorado.edu/cspv/bluprints/promise/yale.htm)
- ◆ [www.northeastcapt.org/science/pod/detail.asp?ID=155](http://www.northeastcapt.org/science/pod/detail.asp?ID=155)
- ◆ Seitz, V., and Apfel, N. H. (1994). *Parent-focused intervention: Diffusion effects on siblings. Child Development*, 65, 677-683.
- ◆ Seitz, V., Rosenbaum, L. K., and Apfel, N. H. (1985). *Effects of family support intervention: A ten-year follow-up. Child Development*, 56, 376-391.

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## **Section III**

### **Low Neighborhood Attachment and Community Disorganization**

This section is under development and will be updated in the printed version of Research-Based Program Models: A Resource Tool. For those interested in programs in this resource which respond to the Low Neighborhood Attachment and Community Disorganization Priority Focus Area please utilize the Strategy Index.

If you would like further information please contact:

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